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ABSTRACT

This report evaluates Zanzibar's Secondary English Language Orientation Project, whose objective is to produce curriculum-based instructional materials in simple English to cover one academic year in preparation for English-medium secondary education. An associated program of teacher training was also examined. The evaluation investigated the extent to which the materials fulfilled the aim of promoting process-based and interactive learning. The materials are commended for their clarity, simplicity, and general appropriateness, but there are reservations about some aspects of the learning that they presuppose. The impact of in-service training has not yet been internally evaluated, but project structures were judged to be sound and to provide an adequate basis for future development. There was some evidence of change in patterns of classroom interaction, with a shift towards a new, more facilitative role for classroom teachers of all subjects, but many teachers' skills were affected a lack of confidence in the language, and some weaknesses in methodology are identified. While the teacher training program has been successful in producing changes in classroom climate, other opportunities for local capacity-building have not always been optimized within this project. Project data and other documentation are appended. (MSE)

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ED 426 619

AGA KHAN FOUNDATION

SECONDARY ENGLISH LANGUAGE ORIENTATION PROJECT

Ministry of Education, Zanzibar

Final Evaluation Report

by

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Aga Khan Foundation (Tanzania)

August, 1997

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* indicates the sections for which Dr. Hikmany was mainly responsible

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LIST OF ACRONYMS USED IN THIS REPORT

AKF	Aga Khan Foundation
CIDA	Canadian International Development Agency
DOSCA	District Orientation Secondary Course Adviser
EC	European Commission
ELTSP	English Language Teaching Support Programme
FIELOC	Form 1 English Language Orientation Course
NECTA	National Examinations Council Tanzania
NGO	Non-Governmental Organisation
ODA	Overseas Development Administration
OSC	Orientation Secondary Course
SELOP	Secondary English Language Orientation Project
TIE	Tanzania Institute of Education
UPE	Universal Primary Education
ZELIP	Zanzibar English Language Improvement Programme
ZEMAP	Zanzibar Education Masterplan
ZELTA	Zonal English Language Teaching Adviser

SECONDARY ENGLISH LANGUAGE ORIENTATION PROJECT (SELOP)

Ministry of Education, Zanzibar

FINAL EVALUATION REPORT

August 1997

EXECUTIVE SUMMARY

This visit took place during February and March 1997 in order to evaluate Zanzibar's Secondary English Language Orientation Project (SELOP), the objective of which is to produce curriculum-based materials in simple English to cover one academic year in preparation for English-medium Secondary education, together with a programme of associated teacher-training. The evaluation investigated the extent to which these materials fulfilled the aim of promoting an effective process-based and interactive style of learning through English. The materials are commended for clarity, simplicity, and general appropriateness, but there are reservations about some aspects of the learning that they presuppose. Progress with developing the materials has been delayed by the Project's evolutionary approach to syllabus and materials planning, combined with a decentralised 'team' system of early draft writing, but such delays must be offset against teachers' positive commitment to the Project and sense of ownership of it.

The impact of in-service training has not been internally evaluated, but Project structures were judged to be sound, and to provide an adequate basis for future development. There was some evidence of change in patterns of classroom interaction, with a shift towards a new, more facilitative, role for classroom teachers of all subjects, but many teachers' classroom skills were affected by lack of confidence in the language, and some weaknesses in methodology are identified. There is however scope for the innovatory aspects of OSC (Orientation Secondary Course) to provide a model for other levels of the system. There has been little formal internal evaluation of materials, training, or teaching, and the Project has produced very little comparative data on learner achievement.

Whilst the teacher-development programme has been successful in producing changes in classroom climate, other opportunities for local capacity-building have not always been optimised within the project. Some project elements are likely to be more vulnerable than others in the future, given the constraints of local resourcing, and suggestions are made for possible future project proposals in order to sustain and strengthen key elements of SELOP.

The project received the generous support of grants from the Department for International Development (UK), the European Commission, Aga Khan Foundation (UK), the Canadian International Development Agency and Aga Khan Foundation Canada.

1. TIMING AND NATURE OF THE EVALUATION:

1. 1 This evaluation took place between February 20 and March 1 1997. The project is due to end on March 31 1997; however the contract of the Project Co-ordinator, Paul Simmonds, was extended late last year until June 30 1997 in order for him to finalise the editing and oversee the printing of the project materials. At the time of our visit the academic year was just starting; 64 of the 92 eligible schools were beginning a repeat-run of the orientation programme and the remaining 28 schools were starting out on it for the first time. A training workshop for the new teachers was being held the week after we left.

1.2 As schools use 'Baseline' for the first few weeks of the Orientation Year we were not able to see the new OSC (Orientation Secondary Course) materials in use with the intended cohort of students. Instead, the Project Co-ordinator had arranged for us to visit lessons taught by OSC teachers to Form One students (i.e. students who have just completed their Orientation Year). This meant that we saw what were in effect repeat lessons for both students and teachers; there was however no sign that students felt that they were being required to put on a show, nor evidence that they were merely going through the motions, nor - rather surprisingly - were there any signs of resentment at having to repeat the same material. One or two of the teachers gave the impression of delivering rather peremptory lessons (possibly for this reason - or perhaps for reasons of nervousness); on one or two occasions planning had gone awry and a teacher had to improvise a lesson unexpectedly without any available teacher's book - itself a revealing exercise. But this Form One 'repeat' sample was in fact useful in that we were able to form an impression of the level of English attained by pupils who had completed an entire year of the programme, albeit an incomplete year in terms of finished materials. It was also possible for purposes of comparison to visit a few genuine OSC classes who were just starting out on 'Baseline', at the beginning of the new academic year. We also felt that we had been able to build up a picture of teacher-skills and competencies on the basis of the lessons we saw, but given the important role of teacher-training within the project it was a pity that there was no opportunity to visit the teachers' workshop programme (see above) that was due to start the week after the evaluation was completed. We had ample opportunity to examine the OSC materials and to talk to the present team of authors/editors, as well as to the printers. At the time of the visit an illustrator had not been formally engaged and there was major concern that the illustrations would not be ready in time for deadlines. Units 1-3 had been completed; Units 4-6 were still being edited and were available only in draft. Although this meant that the evaluation was unable to take account of the complete set of finished materials, it did mean that there was still time for additional suggestions to be discussed and possibly included as part of the later Units.

2. SELOP: THE CONTEXT

2.1 Background: The Secondary English Language Orientation Project (SELOP) is implemented by the Zanzibar Ministry of Education, under a grant from the Aga Khan Foundation (UK), with co-funding from the UK Overseas Development Administration, the Canadian International Development Agency, and the European Commission. A detailed description of the background to the Project has been provided in previous evaluation reports. Zanzibar is possibly unique in Africa in providing ten years of basic education, and the gradual re-organisation of education between 1993-7 from an 8-2+2-2 to a 7-3+2-2 system meant that it was possible to phase in an Orientation Year after the first seven years of primary education, thus extending the concept already established through the experimental use of 'Baseline' and 'FIELOC', both of which had originated on the mainland as short pre-Form 1 introductory courses designed to help students transfer from Kiswahili to English medium. Both courses present initial stages in teaching through the medium of simple English, using content drawn from other subjects in the curriculum. 'FIELOC' (Form 1 English Language Orientation Course) originated in the Aga Khan Mzizima Secondary School, Dar es Salaam, and was more academic than 'Baseline' in approach; indeed it was the need to adapt this material for a wider ability spectrum that originally led to a separate writing initiative on Zanzibar, in the early 1990s. This initiative was developed and formalised in 1994 as SELOP (Secondary English Language Orientation

Project): a project intended to design and supply curriculum-based materials, in simple English, to cover an entire academic year. Training in use of the new materials is delivered through an in-service programme of teacher workshops and in-school advisory visits, including teacher-to-teacher and school-to-school observations. There is also provision for testing and monitoring. These separate project elements will be discussed below.

2.2 ZELIP: SELOP has also taken over and integrated one level of the Reading Programme which was run by the British Council from 1989 to 1994, under funding from ODA, as the Zanzibar English Language Improvement Project (ZELIP). This project was designed along lines similar to the mainland ELTSP Reading Project and involved the supply of class libraries and class readers to all classes from Standard 7 to Form 4 with training for teachers in the management of book storage, book distribution, and record-keeping, together with classroom pedagogy related to extensive reading. The Orientation Year includes timetabled periods for the use of class libraries and class readers. The reading programme is still used with classes at other levels (Standard 7, Forms 1 - 3), and the management of all books (central storage and distribution of replacement/new copies to schools) is now the responsibility of the ELT Co-ordinator supported by the Reading Programme Co-ordinator, a Ministry-funded post. Sustainability of ZELIP, including the reading strand within the Orientation Year, is clearly dependent upon the supply and good maintenance of obsolescent consumables (books), and the implications for SELOP will be discussed below, 3.10; 8.2.1.

2.3 Demand for English: As on mainland Tanzania (and indeed elsewhere in the world) a widespread and insistent demand for English has been intensifying over recent years. But whereas on the mainland it is unlikely that large numbers of primary school leavers will in fact have a real need for English, especially in the rural areas (at least in the immediate future), the size of Zanzibar and its rapidly expanding international links (through tourism, maritime activity, the current 'mushrooming' of small businesses, increasing mobility) mean that English is likely to impinge upon a much larger proportion of the population: 90% was an estimate for the future received from several independent sources: teachers, heads, ministry officials. This groundswell of demand has led to support for the implementation of SELOP at all levels - from the Ministry to the most remote of Project schools. Perhaps the most striking feature of the project is the unanimous support - and the degree of enthusiasm - that it has provoked.

2.4 The future of OSC: One target of longer-term Ministry policy is the strengthening of Primary education, including the teaching of English. Key strategies for strengthening English teaching are (i) the planned extension of English provision downwards from Standard 3 (the present starting level) to Standard 1, the rationale being to provide continuity with the teaching of English already provided by pre-school education; (ii) enhanced teacher-training, including arrangements for Pre-service subject specialisation; (iii) deployment of the strongest teachers at Standards 6 and 7; (iv) generous timetabling allocations for English, especially at Standards 6 and 7. Opinion in the Ministry is non-committal as to any long-term future for an Orientation Year, but in the short term - estimated variously in the Ministry as from 5 to 10 years - a continued need for this intervention is recognised. The 1996 draft Education Masterplan (para 9.1) contains a firm commitment to 'consolidating the achievements of SELOP and ZELIP' and to 'sustaining the two projects' objectives beyond the year 2001 through planned in-service training of teachers, with supervision and support to schools'. In the longer term, it is hoped by some in the Ministry that an effective strengthening of primary education might eventually allow for a reduction of the basic education phase from ten to nine years (a 7-2 model similar to the one operating in Botswana): a possibility currently under Ministry discussion. Were this to happen, mention was made - again in the longer term - of either redistributing (some of) the OSC materials, possibly into Standard 7 (in the face, apparently, of current official language policy), or of gradually phasing the programme out. There is clearly some feeling at official levels that any necessity for an Orientation year, however successful, is symbolic of failure elsewhere in the system.

2.5 1997 is the first year to include all eligible schools and 1998 will be the first year in which all the materials will be available in final form. The nature of the Project development, which has entailed an 'evolutionary' approach to materials writing, means that attempts to measure impact have been provisional (for further discussion, see Section 5 below). It is estimated that an average of 12,000 students and 400 teachers will be involved in the programme each year over the next five years.

3. THE OSC MATERIALS

3.1 Background: The introduction of Kiswahili as medium of instruction throughout Tanzanian Primary Schools (from Standard 1 through to Standard 7), together with inadequate resources for learning English (taught as a subject from Standards 3 to 7) has meant that learners are not equipped to start learning through the medium of English when they reach Form 1 of Secondary School. A need for 'bridging' materials to support access to the curriculum through the medium of English has been recognised in Tanzania for 30 years, and the first response to this need was embodied in 'Learning through Language' (Tanzania Publishing House, 1967): a collection of reading comprehension passages on a variety of topics loosely linked with those covered in the Secondary syllabus. Over this period the training and resourcing demands entailed by the introduction of UPE (Universal Primary Education), together with the increasing development of Kiswahili as a viable and valued medium in most domains of life, including many of those formerly occupied by English, have meant a further fall in the standards of English in schools, and 'Learning through Language' is now far beyond the capability of Form 1 entrants.

3.1.2 Alternative materials to help learners cope with the transition to English medium have been developed more recently.

(i) 'Baseline', an introductory six-week course designed to be taught at the beginning of Form 1. This is a low-cost publication recently developed in mainland Tanzania, and consists of a Teacher's Book containing 'a step-by-step approach to basic lessons in functional English'. The lessons are designed to encourage and improve learners' oral communication skills and involve frequent use of oral pair work. Much of the content is loosely linked with topics from the curriculum and provides practice in some of the simpler structures and lexis needed for the Form 1 syllabus. Secondary teachers throughout Tanzania have been trained in the use of 'Baseline', and the six-week course is currently taught, by 'subject' as well as English teachers, in almost all Tanzanian Secondary Schools, including all those on Zanzibar. The purpose of 'Baseline' is to serve not only as a language 'link' for pupils, but also as a training resource for 'other subject' teachers, a means of sensitising them - through the teaching of 'Baseline' - to some of the language needs of their learners in Form 1 and elsewhere in the school system. On the mainland, training and resourcing associated with 'Baseline' has been subsumed within the remit of ELTSP (the English Language Teaching Support Programme), and the impact of 'Baseline' in mainland schools is currently being evaluated by ODA.

(ii) FIELOC ('Form 1 English Language Orientation Course'): a series of separate subject-related pupils books in modified English, to be used at the beginning of Secondary School. These books were developed at Mzizima Secondary School in Dar es Salaam, and it was the trialling of these in Zanzibar that led to a call for similar but simpler materials suitable for use throughout an entire 'Orientation' (pre Form 1) year, see 2.1. above.

(iii) OSC Materials, currently being developed in Zanzibar and the subject of this Report. The idea behind these materials evolved from early (1993) redraftings in Zanzibar of the Dar es Salaam FIELOC books. However, the need was soon recognised for a more radical change of design, and in 1994 SELOP (Secondary English Language Orientation Project) was launched by the Ministry of Education, Zanzibar, and supported by the Aga Khan Foundation, ODA, the EC and CIDA. The new materials would be less 'product' oriented (with less emphasis on the learning and manipulation of terminology). Instead, a more 'process-based' model underlies the OSC materials, which seek (in the words of the Ministry OSC Syllabus, 1994) to 'revise and strengthen basic concepts and operations introduced in the Primary School', with language 'integrated within the subject content of OSC'. For detailed analysis please see below, but to the 'end-users' of OSC: teachers, teacher-trainers and pupils, the most distinctive and innovatory aspect of the OSC materials is undoubtedly their 'interactive' nature, whereby every lesson involves learners in pair work activities. 'Teachers', we typically heard, 'can speak now in English;' 'classrooms are 'much more interactive'; 'all the time we talk English'; 'you can see the difference'; the programme 'feels positive'; 'students can talk to each other' and (no criticism intended) '... though their language is broken, something is better than nothing.'

First drafts of OSC materials were introduced into 20 pilot schools in 1994, and subsequent drafts have been introduced progressively since: with 45 schools in the project (1995) and 64 in 1996. Apart from a small

group of high-achievers (the top 120 students in the Standard 7 examination), in 1997 all 11,000 pre-Form One students will have entered the Orientation Year; all of them will be using the OSC materials, and 95 schools will have been included within the programme.

(iv) ZELIP (Zanzibar English Language Improvement Programme): a programme funded by ODA which focussed on reading, in parallel with Phase 1 of ELTSP in mainland Tanzania. As on the mainland, schools were supplied with boxes of Class Readers (sets of the same title) and Class Libraries (selections of different titles), alongside training in the management and use of the books. The five-year programme finished in 1994. Since then reading periods have continued to be timetabled and book boxes were in evidence in all the schools we visited, but - three years on - these were often depleted. As reading periods have been included as an integral part of the OSC timetable, an on-going supply of 'ZELIP books' is an important part of the programme and sustainability will be discussed below (Section 8.2.1).

3.2 The Writing Schedule: Upon the launch of SELOP in 1994, a Ministry syllabus for OSC was drawn up (see 3.3 below), and the writing of new materials began. The scope of the syllabus has subsequently been modified twice: the number of OSC 'subjects' was reduced in 1995 from six to four (with Agriculture and Commerce dropped), and the number of Units planned for coverage over the OSC year was reduced in 1996 from eight to six. These changes were intended to ensure that the programme would correspond with needs and capacity, and the 'down-sizing' mentioned here may have been necessary and has certainly helped towards meeting deadlines. However, the 'evolutionary' nature of syllabus and materials planning has also delayed progress. At the time of this consultancy, February/March 1997, two Units (for all four subjects) are still in need of editing and re-formatting as camera-ready for the printer, and one Unit (across the four subjects) still needs extensive re-writing and revision. Problems over gaining guaranteed access to an illustrator could (at the time of writing; March 1997)) mean production delays into the second half of 1997, with schools newly 'on-stream' left stranded without any teaching materials.

3.2.1 For sound developmental reasons, the project sought - particularly in the early days - to involve numbers of teachers in the writing, and separate writing teams (one on Zanzibar and the other on Pemba) were charged with producing draft material up until 1995. Even with draft Units as models, this decentralisation naturally meant extensive editing - often a process more time-consuming than writing new material from scratch. In addition, the Project has suffered from lack of continuity at the centre, with a change of Project Co-ordinator in 1995, and a change of VSO writer in 1996. Further, the logistics - and the sheer labour - of reproducing large quantities of draft pilot material has hampered progress with the writing. Although it would be easy to criticise the Project - across its three-year lifespan - for lack of single-minded editorial direction (undoubtedly one factor that has indeed led to delays and deferred deadlines), this retroactive approach has allowed for experimentation, trialling and feedback, and has been at least partly counterbalanced by the value inherent in a shared writing process - together with the positive effects of involving large numbers of pilot schools. Both, it is suggested, have contributed to the sense of shared ownership and commitment which was evident in all the schools that we visited. It is appreciated that some flexibility with scheduled time-frames has been allowed by the donors.

3.3 The OSC Syllabus: The syllabus now covers four subject-areas: English, Social Science, General Science and Mathematics. The material for each subject-area is arranged into consecutive Units, originally eight for the academic year, now six, and has been drawn from topics covered by the syllabuses for Standard 7 and Form 1. Language items are recycled from every level of the Primary syllabus.

3.3.1 Teachers assured us that motivation and interest are not adversely affected by the repetition of subject-matter previously covered; indeed, many maintained that similar topics, now taught in English, were unlikely even to be recognised. Although this may suggest that many of the concepts encountered in Primary school have never been properly assimilated, it must be remembered that few OSC pupils will ever have had books to work from while in Standards 1-7, and it is easy to underestimate the challenge presented by visually unfamiliar material, together with all the conventions associated with the text-book page, let alone the presentation of material in a new language. Nevertheless, if there is any truth in these teachers' assertions, there are clearly important implications here for any education system which introduces a sudden cross-curricular 'overnight' change of medium. Previous evaluation reports have commented on the lack of

direct reference, during the OSC writing process, to the content and format of Primary level materials, in order to ensure continuity. Primary-level materials may admittedly be unavailable to pupils, but single copies do often provide teachers with their subject-matter, and often also with their approach to teaching it. However, and more importantly, there are indications here that attention does need to be paid more generally to ways in which conceptual links may be maintained across the whole process of language medium change. This is clearly a large issue which extends far beyond that of writing OSC materials for Zanzibar.

It is interesting in this connection to note that according to the 1996 Zanzibar Education Masterplan (Zemap), bilingualism is to be investigated 'as a possible extension to the official language policy.' (Zemap, 9.6). This strategy might be accompanied by a more gradual phasing-in of English medium, by separate subjects.

3.3.2 The syllabus Units are not all of uniform 'density' in terms of content. For ease of administration and timetabling, each Unit in each OSC book is designed along uniform lines (15 double lessons per Unit) and this imbalance in the syllabus has caused some design problems, with difficulties for the writers when working on 'thin' syllabus Units. This issue was highlighted as far back as 1995 (Co-ordinator's Narrative Report, April-September 1995), but has persisted up to the present, seemingly due to feelings that time spent on altering a Ministry-approved document would detract from more urgent concerns.

3.3.3 There seems to be little consistency in the horizontal relationship across subjects; for example, whereas one can see a link between 'Describing' (English) and 'Living and Non Living Things' (General Science), 'Instructing' (English) is only tenuously related, if at all, to 'Matter' (General Science) or 'Geometry' (Mathematics). It has not therefore been possible for the writers to sustain one specific language item across a series of lessons in the different subjects, in order to establish this firmly and highlight its varying uses. Instead, the central writing team keeps an impressive retrospective checklist of structures, lexis, and topics, with indication of whether each is a 'focussed' item in any particular lesson, or whether it is just 'used'.

Although this retrospective inventory is an excellent example of the 'task-based' approach in action, with language items arising as needed out of tasks, it is felt, within the learning context of SELOP, that the design of the syllabus has closed off potential opportunities for making firmer language links. For example, the links which are apparent on the writers' checklist are not shown in the books, and although the checklist allows the writers to take account of gaps and overlaps there is no clear 'map' of the language from the learner's standpoint. One would obviously not wish to include a list, as such, for the learners, but for teachers one very practical use for this chart would be to transfer it, enlarged, on to laminated backing for use at Teachers' Workshops. The chart would reveal patterns of language links and the way in which these have been taken into account within the books. The objective would be to alert teachers to these patterns of use both within and beyond the OSC programme. (For further discussion of this issue from the learner's standpoint - the psycholinguistic underpinning of OSC - please see 3.5.1. below.)

3.4 Timing:

3.4.1 Scope and Length of the OSC Books: As mentioned above, each of the Units (six Units per subject) consists of 15 double lessons. Two lessons a week are allocated to Reading (see ZELIP, 3.1.2.iv, above), and four further lessons are to be spent on materials expected but not yet received from the Ministry: Moral Ethics and the Environment, and Vocational Guidance. The teachers' only recurrent complaint about the programme was that 'time is not enough'. We found this difficult to account for. It is clearly possible to fall behind by mispacing and allowing activities from one double lesson to spill over into the next; however, it seemed to us that few lessons were overloaded except insofar as a lot of (sometimes unproductive) copying might be expected. Teachers could be given guidance as to where such activities might be taken as 'optional' (or reserved for early finishers); indeed these activities could be signposted in the Teachers Books.

Since 'Baseline' is used for the first month of the Orientation Year, and the academic year, notionally 188 days, is usually curtailed for a number of reasons (late opening, holidays, teacher absenteeism), the time left for OSC may be limited and teachers should be discouraged from spending five weeks on a Unit, as we heard was often the case.

The OSC programme is equivalent to the total time potentially available, without 'lost' days, over the academic year - notionally 188 days:

Time available over the academic year, discounting 20 days for 'Baseline' and allowing 10 days for exams and tests at 6 periods a day over:

158 days	948 periods
Material available for OSC:	
24 Units x 30 periods each (15 double periods each)	720 periods
Reading periods at 2 per week x 35 weeks (2 weeks for exams etc.)	70 periods
Ministry materials at 4 per week x 35 weeks " "	140 periods
Total	930 periods

It is well known that stretches of teaching time are lost every year for a variety of reasons, but it is to be hoped that the Ministry will eventually be successful in tightening up on late openings, absenteeism, and other obstacles to efficient school scheduling. It seemed to us that the Project should make no further concessions on timing, the tendency in the past having been for teachers implicitly to set the pace (i.e. acting de facto as a kind of automatic restraint on any proposed increase in pacing). Instead the materials should in themselves establish and maintain a firm agenda, with clear criteria and clear targets (which need not be unrelated to local realities).

3.4.2 Pacing and Objectives: Syllabus Continuity and the role of the OSC Materials within the Framework of the wider Syllabus: At present there seems a danger that end-of-course objectives, lacking any external criterion, may be perceived as 'self-validating', defined by what teachers feel students (and they) can comfortably cope with. 'Retroactive' alterations to the OSC syllabus, as described in 3.2. above, may exemplify this attitude. Admittedly one primary over-riding aim of OSC, currently achieved with outstanding success, is motivational and confidence-building, and no recommendation would be justified in undermining this, but a little more pressure (see proposals 3.5. below) could help to reconcile current OSC output levels with longer-term requirements, particularly (ultimately) the levels required for passes at Form 2 and Form 4. There is perhaps a danger, inherent in its history, of OSC being - perhaps subconsciously - perceived as an 'add-on', with learning seen in terms of an extra bonus, instead of being seen an integral part of an over-all incremental syllabus.

Wide-ranging issues of over-all curriculum design are raised here; there are clearly separate problems associated with setting criteria and co-ordinating pass-standards elsewhere in the system. For example, should any examination yield a 95% fail rate, as does Mathematics at Form 2? But - given this context - one wonders to what extent the Mathematics objectives of OSC need to take account of these subsequent target levels. Or indeed preceding target levels: OSC English shows little obvious progression from the level assumed for Standard 5 (as judged from the recent publication 'My New English Book'). These are clearly comments on problems arising from curriculum planning in general (many of which may be alleviated once the new primary curriculum is in place), and should not be interpreted as criticism of OSC.

3.4.3 School Timetabling: The use of double-period timetabling for OSC did not pose any scheduling problems in the schools visited.

3.5 Design of OSC Materials: The final generation of OSC materials, now going to press, are to be commended for clarity, simplicity, and general appropriateness. The material embodies a range of imaginative ideas for presenting cross-curricular concepts either visually (e.g. 'Waridi the Bird', Social Science 1,2) or by means of simple and accessible language. Above all, the materials should be commended for having achieved such an enthusiastic reception in the schools. It might be argued that any materials are better than none, a 'no-lose' situation, but in contrast to the early FIELOC-based versions, content, language level and methodology have now in fact been successfully honed and adapted to fit both teachers and learners (though with the possible proviso mentioned above), and we saw a number of good lessons successfully embodying the OSC 'interactive' philosophy. The introduction of the OSC materials, supported by a strong

programme of training workshops, has in fact produced a typical teaching style which includes generally well managed pair and individual work, with teachers able to stand back and yield the floor. Teachers describe their classes as 'participatory', with 'active learning', and teachers of other classes are encouraged to observe their OSC colleagues in order to try out similar techniques.

There are naturally points that strike an outside observer, and the following should be read against the very positive context mentioned above.

3.5.1 Language learning assumptions:

3.5.1.1 Language as fixed phrases/Language as a generative system. The syllabus for English announces itself as functionally based; indeed the Units are labelled as follows:

1. Describing;
2. Comparing;
3. Instructing;
3. Reporting;
4. Planning;
6. Expressing

Although each is supported by a list of language exponents, the approach, in common with many of its functional forebears, relies largely upon the presentation and practice of unanalysed language 'chunks'. As mentioned above, horizontal links between subject-areas have not been fully exploited so that in any one week learners are exposed to a great many fixed phrases, or unrelated chunks of language. Presentation will often consist of a short reading passage, often in the form of a dialogue to be read aloud in pairs; practice will usually take the form of simple activities (written or oral in pairs) such as selective gap-filling, matching, asking and answering simple questions. Our point here is that although the tightly guided nature of the activities means that the students can 'do' them, there is, as mentioned above, no form of aerial survey for the student to show how these various pieces of language fit together as a system. An enormous memory load is involved, in the learning of vast numbers of apparently unrelated formulae. This problem is exacerbated by the fact that students are not able to take the books home, and their only memory prop is a series of sentences in an exercise book, possibly inaccurately copied and probably lacking in context. Such a process of language learning results in inflexible productive use; it was noted for instance that students may be able to respond correctly to the question 'Where do you live?' but be unable to adapt their language in order to answer the same question about a friend. Similarly, students are able to respond to a question about their own age without being able to answer a variant question about the ages of the rest of the class.

One suggestion here would have been to incorporate simple substitution tables as summaries of how the language works. No terminology or metalanguage is needed, just an understanding of some basic conventions to do with horizontal and vertical lines. Such tables can be used not only to reveal language patterns but also as stimuli for oral and written production: reading off (who can read the most? the funniest?), substituting, creating analogous examples (true? untrue?), stimulus for very simple guided writing. Some of the time at present spent copying out (e.g.) true/untrue sentences could be more usefully spent in gradually adding to students' collections of these simple tables - which could then be used in all sorts of different ways: as a simple source of reference, even as a cue for homework learning ('Be ready to write down/tell your partner five new sentences from this table ...'). Tables ensure (or almost ensure!) accuracy, while allowing for a measure of flexibility and creativity.

One suggestion made to the writing team was to consider incorporating summary revision tables into Units 5 and 6, as these are not yet in final form.

3.5.1.2. The role of Memory: A related point is raised here, in connection with learning load - and memory. According to Zemap (the Zanzibar Education Masterplan, 1996) one aim of secondary education should be to 'inculcate a sense and ability for self-study' (5.3), whereas, in contrast, the Orientation year demands little independent learning and no work outside class. Without wishing to labour the point or turn OSC in any

way into drudgery, our feeling is that a simple self-study element could well tap into students' enthusiasm and motivation much more extensively than at present - even to the extent of homework involving (for example) short passages for learning by heart. Learners at this stage of learning often even enjoy learning by heart, in addition to which it seems a waste not to capitalise upon the strong tradition of memorisation among learners in Zanzibar. The short dialogues to be found in most of the OSC Units would provide reasonably 'natural' examples of English patterns and rhythms which would, over time, become internalised: another - less conscious - route towards accumulating a personal language 'map'.

There could also be implications here for vocabulary development. New lexis is listed within the OSC Units but are students encouraged to 'notice' it? Are they encouraged to move beyond gap-filling with the new words - a process 'merely' of copying - towards (perhaps) re-memorising 'new words' at intervals in order to establish them in long-term memory? Such techniques have recently been out of fashion but are returning with the renewed interest nowadays in learner strategies and it seems wasteful not to capitalise upon local strengths - particularly against the socio-cultural background of Zanzibar, where English is most unlikely to be absorbed from within the environment (a supplementary source of input tacitly assumed by many Western-designed 'communicative' methods and materials).

3.5.1.3. Active Learning: The value of active learning is emphasised during OSC training workshops, and when asked how they would describe 'the OSC approach' teachers select active learning as its most distinctive feature. What teachers mean here is that students are, in every lesson, asked to work in pairs (rightly advocated by OSC trainers as more effective than groups, on the grounds that group-work is likely to encourage 'passengers'). The claim to active learning, in this sense, is well upheld.

Pair-work in its loosest sense (i.e. pupils working together, instead of listening to the teacher) has indeed had a very visible impact on Zanzibar's classrooms. The OSC materials prescribe pair-work as part of every lesson and in-service workshops provide support in the form of suggested class management techniques, and discussion of rationale. As a result, OSC classes are indeed distinctive in that the teachers no longer depend solely upon a 'transmission' mode of imparting knowledge, and pair-work takes up a significant proportion of each lesson. (Some school visit reports by the District OSC Advisers - the DOSCAs - attempt to quantify this proportion, with figures recorded as high as 90% per lesson.) Against a long traditional background of talk-and-chalk, this shift of emphasis is in itself a considerable achievement, recognised as such not only by the teachers but also by students (who describe OSC as different because 'we can talk in English'). Further, this opportunity to 'talk in English' is one important reason given by students for their enjoyment of OSC; in short, pair-work is motivating and makes OSC lessons fun. What more justification could be needed?

There is, however, an obvious but important question here of definition. While it is easy to assume that pairs of students apparently working together on the same exercise must be more 'actively' learning than if working as individuals (or, worse, listening to the teacher!), reflection will show that the nature, level and quality of tasks may vary widely. At one end of the spectrum two students may be sitting together but working individually (no interaction); further, they may be working on a cognitively undemanding task such as copying (little 'activity'). Alternatively, the task may be cognitively more demanding (matching, for example, or gap-filling) but one student may be 'actively' working out the answers while the other looks on. Further, the 'cognitive level' of tasks will clearly vary: from a reliance on the more or less mechanical (e.g. slot-filling to establish the fixed phrases targeted in Social Sciences 1,1) to the cognitively demanding, where choices - or 'active' decision-making - will invite a genuine understanding of the content (or indeed language system, see 3.5.1.1. above).

The issue here is partly a simple one, of classroom management. Clear teacher instructions (leading to a clear understanding by pupils of what pairwork is, and is for) should discourage 'individual work seated in pairs'. It is, however, also an issue of materials design. A random selection of lessons observed on our school visits yielded a number of occasions when pair work activities seemed to miss opportunities for more 'active' learning. Students are for example asked (in the Social Science Lesson 'Looking at Things') to draw side views and plan views of common objects and then, below, to rehearse in writing the related question-and-answer: 'What's this .... ?' 'It's a ... '. Perhaps an alternative and more stimulating strategy would have been to exchange books midway and turn this into a simple information-gap activity. Similarly, students are

sometimes asked to repeat or rephrase 'given' information from the Unit instead of using the sample sentence pattern to tell a pair-work partner about 'real' events: there seem to be some missed opportunities for 'personalisation' - as an additional 'student-generated' form of information gap (e.g. English Unit 5: 'Making Plans'). Personal investment in 'real' meaning has been shown to be one way of pushing learners towards formulating more interesting (and accurate) output.

Along the same lines, it was felt that some tasks relied too heavily on copying activities. The proportion of 'active' time 'thinking', as opposed to copying, sometimes seemed disproportionate, for example in 'matching' activities, where students not only were expected to find the correct matches (a productive activity which involved the active 'thinking' process of making choices) - but were also expected (laboriously) to copy out all the resultant matched sentences. Admittedly some of these instances were derived not from instructions in the OSC Teachers Book but from improvisation by the teacher (time spent copying out all the true/false sentences in one lesson provided clear indication of how some teachers fall behind with the materials). Nevertheless, it does seem that many OSC tasks are built around a reliance (over-reliance?) on the value of copying as, in itself, a learning device. There are several justifications for copying as a class activity, for example, in the absence of OSC books to be taken home, copied material has value as substitute text-book; also, the process of copying is likely to build up learners' confidence. The copying process may indeed directly contribute to learning - but is here highly dependent upon the level of student 'attention' to the material being copied, a factor difficult to guarantee - or (admittedly) to measure. Reflecting the need for linguistic simplicity, many of the activities in OSC are cognitively undemanding, and justifiably so. But it was felt that opportunities had sometimes been missed for integrating more 'active' processes (e.g. the addition of simple devices such as the underlining, after copying, of salient features significant to that Unit: such techniques being particularly valuable for drawing attention to language points such as inflections (e.g. third person /s/), word-order, etc..

A nice example - perhaps a by-product of too much automised copying?? - was noticed when a Form 1 student (i.e. a student who had finished an entire OSC year) was quite unable to see her mistake in the sentence 'She is an OSC class'. How likely is it that prolonged reliance on copying encourages unanalysed, and therefore meaningless, collocations? (Although alternatively, and admittedly, this might have been a student who still had problems with pronouns; there was unfortunately no time to investigate).

To conclude, the OSC materials have plainly transformed interaction patterns within the classrooms of Zanzibar: no mean impact over the short space of three years. It is however not possible to sustain straightforward equations between pair work and 'active learning', and it would be nice to think that any future edition of these materials could take the concept of active learning even further.

3.5.2 Motivational Assumptions:

3.5.2.1 It is perhaps a pity that the team have not taken up the suggestion made in Ann Brumfit's previous report (1995) to add a number of optional games, songs, stories, and quizzes as a Teacher's Book Appendix. However strong students' motivation for English may be, the repertoire of OSC tasks has a 'sameness' about it that would be more likely to sustain interest (and after all this is matter of every day, almost all day, over a whole year) were it leavened occasionally with the more 'human' range of language-learning activities! It would be going too far to suggest that an unrelenting adherence to the OSC format might even, over time, tend to stifle teachers' natural creativity, but some small opportunity occasionally to 'break loose' would have been a nice idea.

3.6 Gender

The materials do not seek to disturb the status quo, but gender portrayal is not objectionably stereotyped.

3.7 Teacher's Book

3.7.1. The Teacher's Books are simple and adequate for their purpose. For each lesson they contain step-by step guidance for the teacher, including many (semi-)verbatim instructions for the teacher to use with the class. The format is kept to a simple minimum, and the books are generally teacher-friendly: simple and clear.

3.7.2 There is no general introductory material explaining the philosophy and aims of the materials (for example the rationale underlying 'active learning'), nor any sections describing general issues of methodology (e.g. presentation techniques, error-correction). At present these are efficiently covered during the regular in-service teachers' workshops, and OSC support material is currently in the form of mimeo worksheets, which - in the nature of things - raises important questions of sustainability. Although at present prospects seem good for these workshops to continue after the end of the project (see 4.2.1.1.; 8.2.3. below), a simple and accessible introduction to the Teacher's Books would be a useful addition to the materials: another possible idea for the future.

3.7.3 Answers/alternative answers are not included, nor guidance on (e.g.) predicted difficulties or how to deal with them.

3.7.4 Layout: In spite of italicised sections intended to represent material from the Pupils Book it is not clear to the teacher exactly what else (in terms of instructions, etc.) is visible to the learner in the Pupils Book without cross-referring, always a cumbersome business in the best designed materials. It seems a pity to have abandoned the earlier idea of placing Teachers' material opposite Pupils Book facsimile pages. Besides allowing for easy cross-reference, facsimile pages are also a handy and economical format on which to indicate additional features such as (for example) correct answers (if desired), alternative answers (always a problem for non-confident teachers), and !! warnings of anticipated problems. If ideas along the lines of modified or 'annotated' copying were adopted (see 3. 5.1.3 above), then facsimile answer formats would be the clearest way of ensuring that teachers were able to see what was intended.

For class instructions the use of reported speech in the Teacher's Book is inconsistent (e.g. 'Ask the students' + direct speech/ 'tell the class to' + reported speech, etc). Presumably the intention here was to avoid providing a totally scripted lesson, while supplying teachers with help over complex syntax, e.g. question forms. However, it might have been more helpful (?less confusing) for users had the Teachers Book been consistent.

3.8 Editorial

Class visits inevitably revealed a few loose ends: the odd misprint, one or two ambiguous questions, the occasional misplaced marginal symbol, improvable layout (e.g. the table in 'The School Gardner', Social Science 5, 2, which produced ten minutes' worth of present tenses without the ending /+s/). These were brought to the writers' attention at the time of the visit, and do not constitute a major problem. It is good to know that all the final materials are passed to an 'outside' native-speaking proof-reader before they go to the printer.

3.9 Conclusion

The positive reception that these materials have received cannot be emphasised too strongly. The comments above have been written in a spirit of research and enquiry rather than with any intention of criticism, in the hope that some of them might be helpful if the project were ever to be extended or developed further. But whatever the future of OSC itself, - whether or not it eventually becomes a permanent feature of the Zanzibar education system, the issues raised here are among those inherent within any education system using a foreign or second language as medium of instruction. These materials deserve attention and discussion by a wider world forum, among the many other countries seeking solutions to similar problems.

3.10 The ZELIP Materials:

3.10.1. The background to the Zanzibar English Language Improvement Project (ZELIP) is described above, 2.2. The Project took the form of an extensive reading programme, with class libraries and class readers supplied to schools, and the use of these materials is an integral part of the programme for the Orientation Year.

3.10.2 Management: The management of the reading programme was supported by a team of 15 ZELTAs (Zonal English Language Teaching Advisors), whose brief it was to provide in-service advice and ensure good management of the book supplies. Since the project ended in 1994, ZELTAs have been supported by the Ministry, and are managed by Sufiani Sulima, the Reading Programme Co-ordinator. One day a week is allowed by the Ministry to ZELTAs for their school visits, which are paid at 1,000 shillings a visit, and transport money is provided by SELOP for six ZELTA meetings a year (as is any money required for repairs to the ZELTAs' push bikes).

3.10.3 The role of ZELTAs within SELOP: A separate advisory team was set up in 1994 under SELOP, consisting of ten DOSCAs (District Orientation Secondary Course Advisers). Until recently the two teams have worked in parallel, with a few ZELTAs also acting as DOSCAs, although this overlap was generally discouraged as it meant that the advisers in question would be away from their own schools for two days every week. The Reading Programme Co-ordinator however doubles as a member of the Taskforce and also as a valuable member of the SELOP training team. As the DOSCAs became increasingly visible in the schools, and were better funded - with a moped each - the profile of the ZELTAs has gradually diminished. With the ending of SELOP, it is likely that some personnel from both teams will be appointed to the new Ministry Advisory Service, as English Resource teachers attached to the new Teachers' Centres.

3.10.4 The reading books: All the schools visited had book boxes in evidence, but the contents had naturally been subject over the past three years to loss and wear-and-tear. Although the Reading Programme Co-ordinator has a large and well-organised store of replacement class library books, none of the teachers consulted was sure of the procedure for applying for new books. According to the Co-ordinator, book distribution had up till now been no problem, but this year his store had run short of class readers and the accompanying teachers' booklets, including those listed for use in the OSC classes. The computer used for all central record-keeping had broken down, and the future of the reading programme, according to the Co-ordinator, was 'a big question mark'.

3.10.5 The reading programme and OSC: At present class library supplies are adequate, but with the inclusion of reading periods on the OSC timetable the smooth running of the Orientation Year will depend upon the continued availability of class readers as well as class library books. It is noted that among the targets mentioned in Zemap (the new Education Masterplan) 1996 is the inclusion of ZELIP materials as part of the national curriculum, and it is trusted that adequate and on-going resourcing will be found for this. It is also recommended that the new Teachers Centre advisory appointments be charged explicitly with responsibility for sustaining the reading programme in schools as part of their job-description.

3.10.6 Pupil's response to the reading materials: Although most pupils said they had read books from the book-boxes, they were often unable to say how many or to provide a brief account of a story. A lot of work needs to be done by the Project team on how to encourage and teach the skill of extensive reading.

4. TEACHER DEVELOPMENT

4.1 Background: Innovation normally entails training, and there has been a cumulative programme of teacher development throughout the life-span of SELOP, as new schools have been brought annually into the programme. The new OSC has emphasised an 'interactive' approach, an approach new not only to most trained teachers but also to the 40% of untrained OSC teachers.

Figures for trained/untrained teachers are as follows:

OSC Teachers
1997 figures for Unguja:

Trained teachers:	Degree	2%	
	Diploma	27%	
	Grade A	32%	Total 61%
Untrained teachers:	Form 6 leavers:	8%	
	Form 4 leavers	31%	Total 39%

In Zanzibar town it is reported by Heads that staff are leaving the profession following the current growth of opportunities elsewhere for those with a knowledge of English, thus contributing to the growth of an untrained part-time work force. In addition, the over-all shortage of teachers across the islands (with an estimated 10% shortfall at Secondary level) leads to the creation of large classes, and the introduction of new interactive techniques presents teachers with special challenges in terms of class management.

An additional constraint is provided by the double-shift system employed in a number of schools, necessitated by the limited capacity of many school buildings. Double-shift arrangements entail rigid scheduling and preclude opportunities to extend the school day, limiting scope for extra-curricular activities.

Teacher-deployment: On the positive side, Heads commented on the commitment of most OSC teachers to the programme; teacher-deployment is in general no problem and a relative stability and continuity of staffing is provided in OSC classes. The available professional support is valued by most OSC teachers (with a minority of teachers preferring to avoid OSC as being too constantly 'under the microscope' of the classroom observation programme, or else as involving too much preparation). Besides the materials themselves, the school visits and workshops are an incentive to teach OSC, although it must be said that the per diem allowances undoubtedly - and understandably - make their own contribution to teachers' motivation.

4.1.1 The main training emphasis has been upon classroom methodology (see 4.2. below), but there have also been sporadic moves into the area of language-improvement for teachers (see 4.3. below).

4.1.2 It was unfortunately not possible to visit an OSC workshop. The comments below are based on discussion and documentation: workshop planning notes, timetables, handouts, reports and memos; also DOSCAs' school visit record sheets; Heads' records and statements of intent (see below).

4.2 Classroom Methodology

4.2.1 In-service Training:

The main thrust of the OSC training programme has been targeted towards in-service work with serving teachers. In-service training has been conducted:

(a) in groups through workshops, and also
(b) individually through classroom visits, i.e.

(i) visits from outside, by DOSCAs (District Orientation Secondary Course Advisers);
(ii) class-to-class visits within the school (including visits to OSC classes by non OSC teachers);
(iii) school-to-school visits;
(iv) OSC observations within the school by Heads.

This programme embodies an imaginative mix of different approaches, and has been efficiently co-ordinated. Co-ordination entails (inter alia): a frequent up-dating of OSC teacher lists, the organisation of teacher-workshops (see below), and the co-ordination of DOSCA activities - together with subsequent reporting and

financial administration. All aspects of management were found to be in good order, and have now been competently taken over by the Co-ordinator's Counterpart, Bakari Juma, while the Project Co-ordinator spends the last months of the project completing the OSC materials.

In particular, the concept of DOSCAs - advisory teachers whose role it is to support rather than inspect - has made a significant impact and is acknowledged in the Ministry to have been an important influence behind the new Advisorate model which is to be integrated within the new decentralised structure of Teachers' Centres.

4.2.1.1 In-service Workshops: These workshops were originally held centrally, and focussed upon initial training for OSC teachers whose schools had been newly taken on into the programme. As the number of project schools grew the workshops were transferred to local venues (seven centres on Unguja and four on Pemba), these catering not only for 'new' teachers but also for experienced OSC teachers. Central records are kept of attendance at each workshop (on dBase IV). Heads are also invited to these workshops. Project targets have been for a generous provision of four 4 1/2-day workshops (18 training days) per teacher per year; in 1996 fewer days (twelve, in three 4-day workshops) were provided, for 'financial and administrative reasons' (OSC Workshop Report, September 1996). Workshops may be held during the school term, as was the case for 150 OSC teachers in March 1997; Heads say they have no difficulty in releasing teachers for these, although the teachers' absence may mean unattended classes for the period of the workshop (see comments on OSC timetabling above, 3.4.1.).

When SELOP ends, it is Ministry intention to train a further 400 teachers for SELOP (Masterplan 1996: 9.1.); also to sustain 'planned in-service training' for OSC through the Teachers Centres, with workshops held on a more limited budget (with probable implications for, e.g. the supply of consumables such as handouts), and without any further offer of allowances to teachers. Those spoken to appeared to be confident that this new reliance on a more intrinsic motivation could be effective. (It is noted that the Ministry may consider introducing a system of incentives linked with the up-grading of serving teachers, but such plans do not relate specifically to in-service training for OSC.)

4.2.1.1.1 Training has been delivered by an impressive and committed team of trainers, composed of members of the Project Task Force, the ten DOSCAs (District Orientation Secondary Course Advisers), staff from Nkrumah Teacher Training College, a lecturer from the Institute of Kiswahili and Foreign Languages, together with some representation from the Inspectorate. At workshops the ratio of trainers to teachers is approximately 2:30. The phase of initial 'trainer-training' is completed, and planning takes place at two-day 'planning workshops', and these, together with the training workshops themselves, are now being run independently of the Project Co-ordinator.

The mode of delivery is described as experiential and 'participatory', to parallel the recommended OSC classroom methodology; tasks and demonstration lessons precede trainer-input. Stimulus for a recent workshop took the form of a fictional case-study 'Kichocheni School', in which teachers were invited to evaluate the teachers described. Worksheets on large classes invited teachers to widen their horizons by making comparisons with teaching conditions in Nigeria and Indonesia. Material used at workshops is imaginatively designed and of generally high quality.

Topics for 'new' teachers include:

- Introduction to OSC;
- Implementation of OSC;
- How to Deal with the OSC Materials;
- Classroom Language.

Workshop planning is responsive to perceived needs, and other topics for the on-going workshop programme are suggested by school observation visits. These have included Class Management, Classroom Language, Student-Centred Methods, Active Learning Activities, Error Correction, Vocabulary Learning, Class Readers and Class Libraries, Preparing schemes of work, lesson plans, and records of work, and (most recently)

Teaching and Learning in Large Classes, a special interest on the part of Bakari Juma, whose MA dissertation on this subject was supervised by Hywel Coleman in Leeds. These topics are wide-ranging and clearly relevant to local classroom needs.

4.2.1.1.2 Impact: Instruments to measure the impact of the Teacher Workshops have not been formally established. At the end of each workshop teachers are invited to indicate the following, by symbol: 'good', 'what I did not like', 'what I learned', and 'suggestions'. The results are not entered onto any central data-base, but are used informally by the trainers for future planning. It was thus not possible to access any 'summary statement' of these responses to the workshops. However, trainers reported that motivation was high and attendance always good. New pre-service trainees at Nkrumah TTC who have taught OSC and attended OSC workshops are said to be noticeably more confident than their peers, and trainers report 'increased participation' in workshop activities by the more experienced OSC teachers.

Heads are also invited to the OSC workshops. SELOP experience has shown that the influence of the Head is likely to be the single most important factor contributing to the success of the project in any one individual school, as has been widely observed of projects elsewhere. Heads are in a position to facilitate innovation such as teacher-to-teacher observation; their management skills are important in timetabling, trouble-shooting, and record-keeping (e.g. care of the files kept on the DOSCA school visits, the keeping of minutes of OSC meetings); their support and encouragement is important for maintaining teacher morale. During the workshops Heads are invited to draw up 'statements of intent' for their schools, and these have included (e.g.) undertakings to maintain teacher continuity in OSC classes, the holding of regular monthly meetings for OSC teachers, statements about their own role in OSC teacher observation, and ways in which the use of English may be encouraged outside the English classroom. These statements of intent have served as a useful means of policy formulation, at the same time allowing each Head some scope for autonomy; they are filed centrally and also used as basis for discussion during subsequent school visits by DOSCAs. The level of support from Heads was informally estimated by the DOSCAs at 'eighty per cent'. As for the Heads' response to the DOSCAs, (to judge by our discussions with a small group of Heads on Unguja), relations are good, with Heads describing the DOSCAs as 'very helpful'. The Heads, some of whom themselves teach OSC, were also enthusiastic about the workshops and described them as 'useful' and 'a chance to share ideas'.

4.2.1.2 The School Visits Programme

School visits are carried out by the team of ten DOSCAs. The newly established role of the DOSCAs has arguably been the most influential aspect of the project. Building upon the earlier ZELIP model of peripatetic advisory teachers, the DOSCAs have established a clear identity. Describing their role as developmental rather than evaluative, and shifting the emphasis of school visits from inspection to advising, they are clearly welcomed in this role by Heads and teachers. As was acknowledged in the Ministry, 'they (the DOSCAs) play a very big role in the Districts now.' The picture was confirmed when the DOSCA accompanying our visit was indeed being spontaneously invited to visit classes by all the remaining OSC teachers. Commitment was evident: 'We are', as one DOSCA told us, 'trying to work hard in a difficult situation.'

Each DOSCA is released from school duties for one day a week, and is expected to make twenty visits a year. Mopeds are available on a system of hire purchase through the Ministry, with fuel paid for by the Project. There was some concern about the future of these transport arrangements after the end of the project (e.g. continued full allowances, supply of spare parts). However, under the new 'cluster' system each Teachers Centre is supposed to be within cycling distance of all its schools (and schools have accordingly each been provided with two bicycles).

There have been problems in maintaining the DOSCA team. One DOSCA (also a Teachers Centre Co-ordinator) was reported to have made only four visits last year; another (on Pemba) was recently dismissed. Five of the posts have been recently appointed. It is hoped that the new advisory service will seek to maintain a well-qualified and permanent workforce.

DOSCAs' visits cover administrative matters (checking on staffing issues, discussion of action by the Head such as the holding of OSC meetings), curricular matters (coverage of the OSC materials), and classroom observation. Copies of the DOSCAs' School Visit Records are kept in the schools; those requested were available and up-to-date. Comments on the School Visit Record forms are revealing of SELOP's criteria for 'good teaching'; the following quotations may give something of the flavour:

- Teacher's Language may be straightforward, simple, clear, with vocabulary at the level of the learners;
- Questions may be understandable, short, nicely distributed, 'open', 'in the form of active learning';
- Class management may include 'wonderful participation' and 'active' pupils (by far the most frequent mentions here); students being given chances to work things out on their own, encouragement of weak pupils, enjoyment; the teacher himself may be enthusiastic, relaxed, 'knows what he is doing'; feedback may be encouraging (the teacher used 'Good!' 'Nice!' 'Well done!'); correction of errors may be elicited from the class;
- The teacher's own level of English may be 'satisfactory', 'simple', 'correct', and may include self-correction.

On the negative side, comments tend to centre around the quality of teachers' language, which 'may sometimes slide to big words'; instructions are sometimes given wrongly; there is need for more guidance on using 'leading-in' questions; the teacher is 'not good enough in terms of structure', and teachers are asked: 'how do you help yourself in speaking English grammatically?'

As for classroom management, the following questions are typical: 'How do you help students who do not participate?', 'how do you praise students who give right answers?'. Attention to gender was revealed in one comment: 'was fairly good to boys'.

Many of these points also feature for discussion in the 'case-study' training worksheet mentioned above (the latter including additionally an emphasis on the dangers of time wasting and lack of good classroom organisation, as well as warnings against a 'passive' role for the teacher during pair-work). Together these sources provide a form of implicit baseline, or starting point, against which project objectives are being measured. There is unfortunately no quantitative data here, but comments reveal agreed perceptions of the 'good teacher' and ideal classroom: close indeed to the recipes advocated in any 'communicative' classroom, worldwide. However, in line with the DOSCAs' support role, positive comments tend to outweigh the negative, and for current 'classroom realities' it is only possible here to conclude with a few observations made first-hand. These may help to fill out the picture, although they cannot claim to be representative.

If one conclusion can be drawn from the evaluators' recent classroom visits, it is that teachers' classroom behaviour is constrained by their lack of confidence in the language. All classes were making use of pair-work, many classes showed impressive levels of pupil participation, and in most lessons the stages of the OSC materials were being followed as intended. However, classes were also generally characterised by an indecisive quality which hampered the achievement of objectives. The start of lessons and the transition stages between 'steps' were unclearly marked. Feedback was frequently ambiguous: students' responses would often go unacknowledged (right? or wrong?), and although some teachers were clearly attempting to follow up incorrect answers by further elicitation, the direction of this strategy was not clear from the back of the class. Further, when acceptable answers were produced it was remarkable how few teachers acknowledged these with any form of positive feedback, let alone with enthusiasm or praise.

Obviously a system of signalling clearly whether or not a response is acceptable is essential in the classroom (particularly, one might argue, in a language-oriented class, where language form provides an additional focus), but this phenomenon has been widely noted elsewhere in African classrooms (see e.g. Snyder and Ramatsui passim on Junior Secondary Schools in Botswana), and is evidently a widespread feature of African classroom culture. The OSC trainers explained this in terms of the hierarchical nature of African society, in which it is not normally done to thank or praise 'downwards', but the workshop sessions devoted to this very question seemed to have had little impact on the teachers visited and one suspects that another plausible explanation would be in terms of the teachers' own lack of confidence about what is in fact acceptable, or not, in the language.

A similar lack of linguistic confidence was also manifested in teachers' failure to 'get behind' the materials. For example, persistent 'common errors' at the pair-work stage were not once picked up and generalised upon. It was rare to find any teacher insisting upon a decisive rendering of any text-based task as a means of clearly and finally establishing correct answers. Teaching styles lacked animation. It was unfortunately not possible to visit lessons delivered in Kiswahili, in order to make comparisons, but - even taking account of recognised cultural factors - it is suggested that lack of linguistic confidence is a major determinant of teaching style.

At a more obvious level, teachers' language skills affect the clarity of instructions, the quality of questions (as remarked upon by the DOSCAs, see above), and the nature of explanations; they also determine the type of spoken model provided throughout the classroom day. Now that materials and a methodology are in place, it is strongly recommended that any further project extension should seek to provide a more solid foundation for these through a programme of language improvement for teachers.

4.2.1.3 Teacher-to-teacher visits: OSC classes are seen as 'special', and OSC teachers, through their use of the new materials, are seen as change agents. One category of classroom visits are those paid to OSC classes by non-OSC teachers, and OSC is seen as a model. There was too little time on this visit for proper investigation, but enquiries predictably yielded little evidence of 'seepage'; as Heads rightly pointed out, it is not always easy to introduce 'participatory' methodology without the appropriate materials (and even with such materials there may be problems, as discussed above, 3.5.1.3). A small pilot study has been proposed by the Ministry (involving Mr. Rijaal and Mr. Bakari Juma) in order to investigate the extent, if any, to which OSC teachers themselves apply the new 'active learning' approach to other classes that they may teach. Findings will be awaited with interest.

A second category of classroom visits are those made between OSC teachers with the purpose of sharing ideas. In the same way, Heads' observation visits (mentioned above) are intended to fill a developmental rather than judgemental role. No written records of these visits were seen, but teachers confirmed their value. A parallel system of school-to-school visits was appreciated by the teachers at the time of the last evaluation visit, but this has now lapsed. It is hoped that classroom observation visits, as a teacher-centred (and cost-effective) means of stimulating, exchanging and testing new ideas, will be sustained after the end of the project.

4.2.1.4 Other initiatives: Mention should also be made of two recent initiatives: (a) an extension of the SELOP in-service training model in the form of a new course delivered by John Fox, an outside consultant from Nairobi, and (b) the visit last year to Karachi, when a group from the SELOP project were enabled by AKF to visit counterparts in Pakistan. It is hoped that this contact will yield productive professional contact between two projects which share many of the same objectives.

4.2.1.5 In-service Opportunities in the U.K.: A number of teachers and inspectors have in the past attended short tailor-made courses in the U.K., but as a result of promotion or job changes many of their former posts are now occupied by those who would benefit from similar opportunities. It is recommended that the Ministry seek funding for a further group of personnel to attend a short course of six months in order to upgrade their training and advisory skills. It is suggested that the most suitable candidates would be staff identified as the new Advisory teachers, i.e. those who will play a central training role in the Teachers Centres.

4.2.2 Pre-Service Training

Most pre-service training for English takes place at Nkrumah College but some is also provided at the Muslim Academy. At Nkrumah College the two-year Grade A course takes in 200 Form 4 leavers a year; the two-year Diploma course for Form 6 leavers accepts 80 students a year. There are proposals to separate the Grade A examination system from NECTA in mainland Tanzania in order to include 'less concentration on content' and also to allow for subject specialisation; without specialisation it is necessary to train all 200

students as potential teachers of English, 50% of whom have failed English at Form 4. 80% of the trainees at the Muslim Academy fail their course in English.

Against this background, it is regrettable that consideration of 'language across the curriculum' has had no place. Not only are no English language courses provided for trainees in other subjects (although they will be expected to teach these subjects through English); there is also no inter-departmental contact for discussion of language issues (whether English or Kiswahili) that affect the wider curriculum. No courses are provided in this area.

Consistent with this insulated 'subject-based' approach, OSC has not been formally included as an element within the pre-service training programme. On enquiry, it was reported by tutors in the English Department that OSC approaches are already subsumed, across the subjects, within existing Diploma courses; and that in any case many Diploma students have already 'found' OSC in schools when working there as untrained teachers before joining Nkrumah. The gap was acknowledged to be more serious for Grade A trainees, but so far - in spite of frequent pressure for OSC integration (see for example Co-ordinator's Reports, passim) - OSC has not been accommodated within any of the pre-service programmes. As a short-term measure it is recommended that pre-service tutors from both institutions be invited to attend OSC workshops. In the longer term it is strongly recommended that the Ministry urgently consider the whole question of language across the curriculum within the context of pre-service training.

4.3 Teachers' Language Improvement:

Various initiatives have been taken over the lifetime of the Project. Copies of Murphy's self-study grammar practice books were distributed to schools in 1994, but a previous evaluation visit found little use being made of this material. Teachers undoubtedly recognise their own needs, but there is little incentive to work through material in isolation, with no external motivation. It is possible that the new Teachers Centres might be in a position to provide a 'face-to-face' mode of tuition more conducive to teachers' needs. It is also noted that the Ministry may be considering a structure of incentives for teachers which, it is recommended, should include incentives for the up-grading of language skills.

More recently (1996) teachers' language proficiency was tested by means of two cloze tests: (a) the Edinburgh test normally used in association with the (ZELIP) Reading Programme, and (b) two purpose-written cloze tests, designed as longer pieces of connected text about the work of teachers. These tests were administered during one of the teachers workshops. In the Edinburgh test (consisting of a number of short passages each containing a high level of redundancy) the eleven groups came out with averages of between 56.% and 70.7%; marks were considerably lower on the long piece of 'extended ' writing, ranging from 30.7% to 44.1%. It is not possible to make externally referenced statements about the levels of these teachers' English proficiency, - although results are awaited from the mainland, Pakistan and Uganda, where the Zanzibar tests have recently been sent for purposes of comparison. There is no diagnostic test available to isolate areas of particular weakness, nor any oral test. If attention were to be paid in future to the improvement of teachers' English, these results might be further investigated as part of a more general needs analysis.

5. INTERNAL PROJECT EVALUATION, AND TESTING

5.1 Introductory: The main objective of SELOP is to help span the linguistic and cognitive gap between Primary and Secondary School. Activities designed to this end include the development of the OSC teaching materials and the associated training of teachers. The intended outputs are (i) the effective use of these materials in the classroom, leading to (ii) improved linguistic and cognitive performance by learners. This Section will consider the nature and quality of internal project evaluation, specifically project mechanisms for the evaluation of materials and training, together with the evaluation of teachers' classroom performance. In addition, overall impact must be judged in terms - ultimately - of learners' improved achievement, and project mechanisms for measuring this will also be discussed below. (This Section should be read alongside the external evaluators' comments on these areas, Sections 3 and 4 above.)

5.2 Materials Evaluation: The materials have been subject to a lengthy period of school trialling which began, with the earliest draft materials, in 1993. Since then, successive modifications have been made, as a result of (a) 'insider' feedback from teachers in the schools, (b) 'outsider' classroom observation - in the earliest days by members of the Project Taskforce and since then also by the DOSCAs and Central Trainers, and (c) the professional judgement of the writing teams. Since 1993 there have also been three external evaluations, which have had some impact on the form of the materials, particularly influencing the decision in 1994 to undertake a large scale re-drafting of all the early material.

The idea of a year-long Orientation course was inspired in 1992-3 by FIELOC, but the writing of materials to cover an entire academic year was at first not recognised to be such an ambitious undertaking, and a loosely co-ordinated writing team turned out to be inadequate for the task: unwieldy in numbers and lacking in over-all editorial vision. This two-tier framework - with a team of language editors responsible for re-shaping draft materials written by a number of separate subject teams - had the advantage of involving a large number of teachers, but lacked the necessary expertise. Some feedback was received from schools but it was not until the launching of SELOP in 1994 that attempts were made to formalise the feedback system.

Under SELOP the number of writers was reduced and the process of writing was taken over by two teams, in Unguja and Pemba. The writing teams came under the editorial control of the Project Co-ordinator supported by an additional VSO post, supplemented in 1995 by a 'counterpart' post from Pemba. Simple feedback forms were circulated and teachers were encouraged to send in their comments on the new materials as these were trialled in the schools, but response is said by the Co-ordinator to have been limited, confined to comments on such matters as misprints, or the unclear reproduction of illustrations. Similar comments were received by the present writer in response to requests for critical comments. Later, eight nominated teachers on each island were asked for detailed comments on the materials as they used them but only half supplied substantive feedback. It was suggested during the 1995 evaluation visit that teachers might find it simpler and less time-consuming to submit roughly annotated pages from the OSC Units, rather than fill in forms; this could avoid the need for metalanguage, and save teachers time, but this idea was not implemented. More detailed comments were received on a formal basis from a panel of Trainers, on content and cultural appropriateness, and DOSCAs supplied comments following school visits and teacher workshops. The Co-ordinator and OSC writers also observe the use of the materials during school visits and may make adaptations on this basis.

There have thus been some attempts during the lifetime of the project to gain and make use of feedback, but the establishment of clear consistent systems have not been a priority. There are clearly problems. Teachers often lack the knowledge, particularly the linguistic knowledge, - not to mention the confidence - to make criticisms or constructive usable suggestions. An additional function of the teachers' workshops might have been to encourage more critical awareness, more ability both to introspect and analyse from the teachers' own point of view (what is less/more practical/feasible in the classroom?), and also to empathise with their students' learning processes (what may be too hard, too simple, too repetitive, uninteresting, confusingly presented?). One might argue for such an awareness raising exercise, as focus perhaps for future in-service training sessions - combined with 'problem-solving' workshops, encouraging teachers to think around such problems and find their own solutions. But once the materials are in print there is less immediate function for practical criticism/alternative suggestions, and it must be said that during these early stages of innovation a process of consolidation would seem more appropriate.

5.3 Evaluation of Training: Systems here too have been informal. Teachers are asked for reactions to the workshops as described above (4.2.1.1.2), but this feedback is used as rough guide for future workshop planning rather than quantified or analysed. Trainers pay follow-up visits to schools and their impressions, rather than quantitative findings, serve to inform the content and planning of future workshops. There has been every good reason hitherto to ensure that the process of training be non-threatening on both sides, and conducive to the attainment of shared goals. But with the ending of per diem attendance allowances there may develop a less symbiotic relationship between training and trained, conducive to more formal methods of evaluating in-service training. It is suggested that more formality be encouraged in future, in the interests of accountability.

5.4 Evaluation of Classroom Teaching: The ways in which Teachers Workshop training activities affect 'actual' classroom teaching, in situ, are evaluated during the DOSCAs' school visits (please see also 4.2.1.2. above). In contrast to the Inspectors, the DOSCAs are seen as supportive and advisory. The contrast is highlighted by the different emphasis evident in the two observation forms, - the Inspectorate form itemising each classroom behaviour, allowing space for a numerical grade to be finally totalled, whereas the DOSCAs' equivalent forms are deliberately open-ended, designed to be used formatively rather than summatively. Monitoring and evaluation of OSC classes is the responsibility of the DOSCAs rather than of the Inspectors. (Although the Inspectorate is represented on the team of Central Trainers, it has not otherwise been integrated within SELOP, due to the appointment of an alternative team of advisory teachers. Inspectors have been included in SELOP in-service workshops, but they do not have a central role in the Project. This isolation of the Inspectorate may be seen as a project weakness; while the Project has chosen to train its own team, which admittedly has provided the Ministry with a model for its own proposed new Advisorate, it seems to have proved difficult to break down the perceived 'lack of Inspectorate awareness' (in the words of an Inspector himself). However, one reason, difficult to circumnavigate, is the inhibitory effect of official Inspectorate reports: a factor beyond the control of the Project.)

An outline summary of DOSCAs' classroom preoccupations based on a selection of DOSCA reports may be found in 4.2.1.2 above.

5.5 Evaluation of Learners' Achievement: Under the Zanzibar English Language Improvement Project (ZELIP) 1989-1994, the Edinburgh cloze tests (see Appendix III) were regularly administered as pre- and post-tests to all classes from Standard 7 to Form 4, in order to measure the impact of the Reading Programme. The Edinburgh tests consist of a series of separate (non-consecutive) short selectively gapped passages, linguistically contrived so as to include enough redundancy to disambiguate the answers to (most) the gaps. For example:

> Mrs. Gomez could ... very well. Her eyes were ... but she could not ... much, her ears were weak.

As this example shows, the language used is contrived and unnatural, but most sequences are deliberately structured in order to supply learners with definite cues from the immediately surrounding text. Not every gap is so tightly cued:

> They ate all their food. Then they ... for a while.

Separate passages contain a maximum of 15 gaps each and average approximately 100 words in length. The passages have been cosmetically 'adapted' for Tanzania, and six passages, with a total of 76 gaps, make up the test normally administered in Zanzibar schools. This form of the original tests has been confirmed as reliable and valid on the basis of a recent item analysis carried out at the University of Warwick in connection with an evaluation of the parallel mainland ELTSP Reading Programme, which also used these tests.

SELOP continued these tests from ZELIP, supplementing them with four additional tests based on the four subject areas covered by OSC. Since 1995 this battery of tests has been used as post-OSC achievement tests, administered only at the end of each academic year, thus yielding no 'baseline' figures. It has therefore not been possible to measure the impact of the Orientation Year on any one cohort of learners. It was suggested that a test should be administered as early as possible in this academic year (1997) in order to procure baseline data for this, the first 'full' year of OSC.

One apparent purpose of the SELOP tests has been to establish demographic correlations. It is not clear what use, if any, has been made of these findings. Analyses of the results of SELOP tests may be found in the Co-ordinator's Narrative Reports and details will not be repeated here. In summary, it was found that urban students tend to achieve better (as would be predicted), and rural students on Pemba outperform those on Unguja. Further distinctions (as between the different subject-areas) may be found in the relevant reports.

In order to remove certain anomalies the OSC tests were re-written in 1996. To avoid 'over-kill' and simplify test administration the four 'subject' tests have been collapsed into a single one-hour integrated test. This test is intended as a cumulative test of skills rather than content and some questions achieve this objective more successfully than others; for example the map-reading, compass-points and mathematics questions are more reliant on general skills than is the gapped biology text on types of 'Living Things'. This test design has entailed a somewhat complicated mark-scheme (a significant factor when reluctant teachers may be enlisted for the marking), but would otherwise seem suitable to achieve its objective as a simple end-of-year achievement test.

The intention in the future is to use the same test annually. There are obvious implications here for security. Although the test is not intended to monitor the performance of teachers, nor will it be used for official purposes such as student-promotion - the results may be published school-by-school and teachers will inevitably be concerned for their school's ranking. The marking of this year's test revealed problems with 'fair invigilation', and any temptation to hold back question papers in order to teach to them would clearly provide a further cause of skewed results for purposes of project-monitoring.

The language (cloze) test has also been re-designed. In order to provide an alternative to the short disconnected passages and stilted language quoted above, and in order to set the test within a more familiar context, a new cloze test was designed in 1996. Two extended passages were used, each with 25 gaps, one on an expedition to Prison Island and the other on class libraries.

The new tests have produced extremely low results, suggesting that both, but particularly the cloze test, are too difficult. Results for the 'subject-based' OSC test (as average mark per school) range from 53.56% to 16.86% (discounting what must be a freak mark of 99.3%), with most schools clustering at the lower end of the range. Cloze test results are dramatically lower: with schools' average marks ranging from 28.8% down to 3.8%. It is unfortunate that these tests were not adequately piloted, for although they can (and should) now be modified there is bound to be a negative impact on this year's morale and motivation in schools, as a result of these very depressed percentages.

Meanwhile, the reason why these apparently simple cloze texts caused such problems remains a fascinating area for investigation. Readability levels, in terms of word and sentence length, are closely comparable with those of the Edinburgh tests - though with the 'class library' passage slightly more difficult. Part of the problem may lie simply in the length of the passages, for learners who may lack skills in relating to extended text. An item analysis would be of enormous psycholinguistic interest, and the current writer did in fact collect a number of sample responses in the hope of including some suggested explanation in this report, but unfortunately time ran out. It is hoped to look at this further at some time in the future, in which case any findings would be sent to AKF. A research student interested in investigation here would find a promising dissertation topic; a small number of case-studies based on 'think-aloud protocol' would be one suggestive way of investigating this interesting area. It is suggested that - tests (widely recognised as more reliable than cloze) should form part of any new test-battery.

The introduction of new tests means that comparable data is not available for comparison with previous years. However, such data would not have provided a firm basis for comparison, given the fact that during the development phase of the materials OSC classes had in different years been using differing versions of different quantities of the OSC materials. The national Form Two results were released at the time of the consultancy, in February 1997. As may be seen in Appendix IV these showed significantly higher rankings for the twenty project schools, but very little of the OSC course in its present form was in fact available at that time to the relevant cohort (in their Orientation Year during 1994), and a strong form of Hawthorne effect may provide an additional explanation for these results. Given the ambiguity of this situation, an

interesting suggestion from the Ministry was that, rather than extrapolating from average marks, a more revealing comparison between OSC and 'control' groups might emerge out of a linguistic analysis of 'internal' features taken direct from the Form 2 examination scripts (another useful project for an MA dissertation!).

One further aspect of testing should be mentioned: the fact that some schools set their own mid-year tests during the Orientation course, apparently on the 'carrot-and-stick' principle of motivation. Several of these are large schools with a number of separate streams, and this examination is set centrally for all classes, with attendant teacher- (not to mention student-) anxiety. The questions not unnaturally tend to target random items of subject-matter, with all the attendant negative washback effects: pre-test cramming, content-memorisation, question-spotting and the rehearsal and practice of narrow-based questions. It is suggested that schools be discouraged from setting such tests, or else are provided with templates for a more skills-based format.

Although no firm data are available by which to measure the impact on learning of the OSC materials and methodology, it is possible to conclude on an optimistic note. Numerous first-hand accounts have shown increased learner autonomy (with reports, for example, of learners now accustomed to 'using' the home environment as an independent source of learning), encouraging levels of learner confidence, and positive attitudes in the school among learners and teachers alike.

5.6 Attitude and Commitment: All officials in the Ministry of Education expressed a positive attitude towards the performance of SELOP. These views are also held by the project team. Many officials expressed concern at the levels of competence in English and are looking to SELOP to address this shortfall..

This general view shows that a reinforcement of English language is essential. The evaluators were given assurances of officials' commitment to sustain the project.

The SELOP team exhibits clear satisfaction with the project. The team is energetically shouldering its responsibilities in spite of the problems faced. Similarly heads, and teachers in general, indicate a positive attitude towards the project. Both heads and teachers continue to face several problems, but their commitment to make progress with SELOP is assured. Some of the problems faced are:

- Some teachers were not prepared to teach English;
- Environment not conducive – i.e. no English spoken after school hours, particularly in the villages;
- Poor library services;
- Absence of any national campaign in support of the Ministry's move to improve levels of English;
- Lack of stationary (e.g. manila paper)

All pupils, parents and members of school committees show a positive attitude towards English. They assured us of their commitment to assist in creating an enabling environment for the teaching of English language.

When asked why they thought English was important, frequent responses included:

- It is important if students are to go on to secondary schools;
- We have many tourists in our villages;
- We want to travel abroad

6. PROJECT MANAGEMENT

6.1 The management structure: SELOP is managed by a team of professionals divided into three sections:

1) Central Management and Coordination
2) Steering Committee
3) Task Force

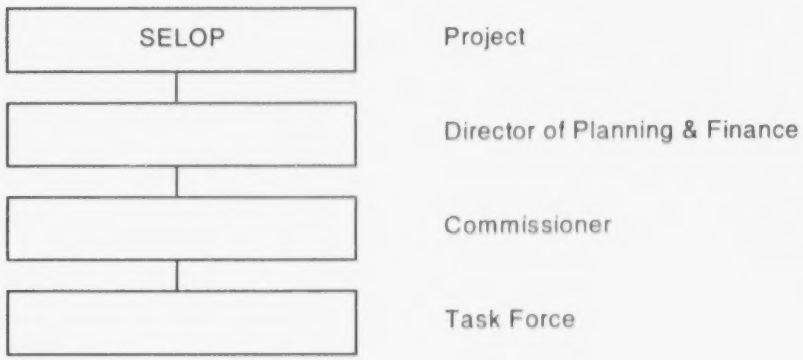
The Central Management and Coordination section is responsible for the overall project (management, coordination, finance and policy formulation). This is the focal point where major decisions are made. Since members in this section are mainly administrators, they obtain professional advice from the Steering Committee.

During the early days of the project, the Chairman of the Steering Committee was the Director of the Department of Educational Research and Curriculum Development (MITAASLA), and SELOP was run from this department. The advantages of this arrangement include:

- Faster decisions on professional matters;
- Monitoring activities are embodied within normal routine;
- Advise professionally and promptly given;
- Experience in production of materials

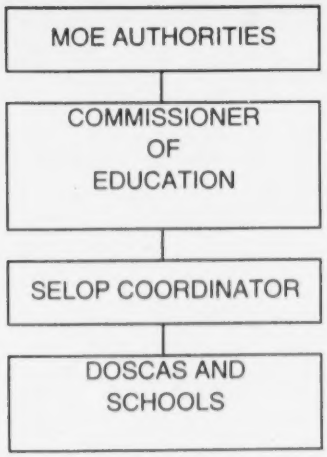
Many of the officials interviewed by the evaluation team expressed satisfaction with this arrangement.

6.2 Administrative Structure: Currently, project requirements are channelled through the Commissioner of Education. The chain of administrative links is as follows:



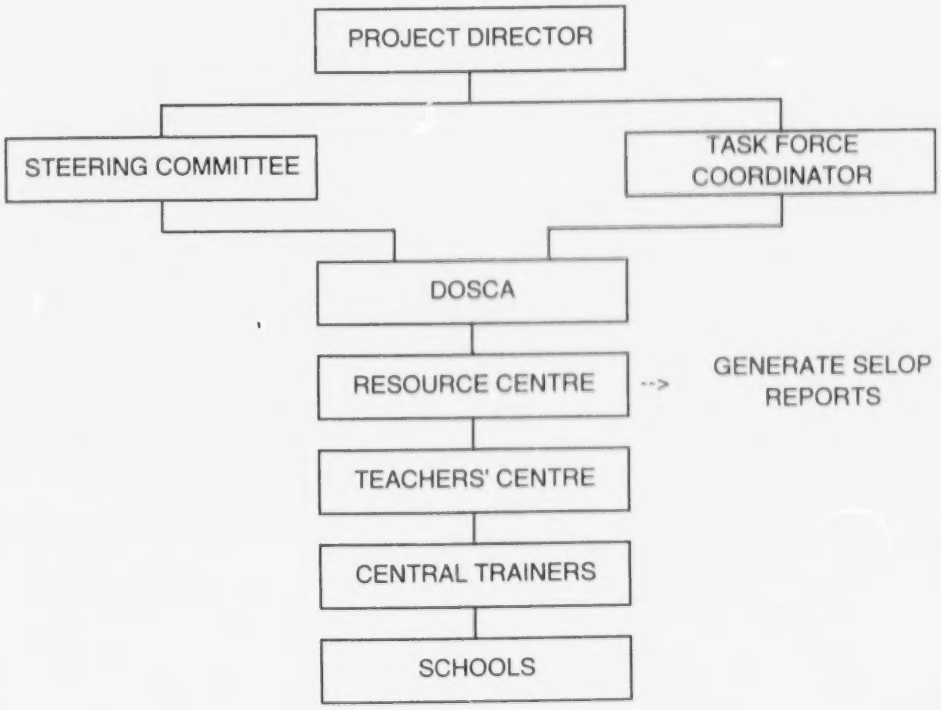
Apparently the role of the Commissioner is seen as "authorization without powers to control". All decisions regarding finance are executed at the MOE/Accounts section where the Commissioner has limited powers. Furthermore, decisions relating to materials development are taken by the professional services in the MOE. The control mechanism is seen to be weak by some of the officers.

A careful analysis of this situation reveals mixed opinions. Some would wish to see fewer committees instead of the present six. Generally, the view is that SELOP has to change its management structure if it is to become sustainable. SELOP has to be part and parcel of the school programme. Under this arrangement, training for SELOP would be taken by the In-Service Unit. DOSCAS would be absorbed into the Inspectorate, while materials, school libraries and day-to-day advisory services would come under the Teachers Centres. The evaluation team is of the opinion that a further study need to be done of SELOP management structures. The following SELOP structure is not very popular among the authorities:



6.3 Coordination: Efficient coordination of activities requires a clear line management system. At the project level, all the actors' seem to understand the lines of authority. They are clear about to whom they should report. Each person in SELOP knows who does what and hence whom to approach for advice. They are of the opinion that coordination of SELOP should be placed under professional services. This arrangement would be sustainable since it would be within the structure and would present no extra requirements in terms of manpower and financial resources.

Diagrammatic Presentation of Coordination Mechanism:



There are regular meetings between the Director, Coordinator and Area Coordinator (Unguja) of SELOP. There is smooth liaison with Pemba. The Coordinator makes frequent visits to the Area Coordinator (Pemba). Similarly, the Area Coordinator (Pemba) makes regular visits to Unguja. The visits and meetings are used to discuss immediate concerns as well as long-term issues.

Regular Task Force meetings are held. These involve the Coordinator and Assistant Coordinators. The Project Director conducts regular meetings with coordinators to assess progress and difficulties.

Coordination of SELOP activities at higher levels is done through the Steering Committee. The Committee consists of senior project members and Ministry officials.

7. PROJECT EXPENDITURE

7.1 Budgetary Allocations : A major proportion of school expenditure in Zanzibar is from public sources, but with a substantial contribution from international donor agencies. Public financing usually covers both recurrent and capital expenditures. Traditionally, donor funding has concentrated on development projects. SELOP, being a development project, has received funding from both the Ministry and donor agencies. Donor contributions from AKF, CIDA, the EC, and ODA (now Department for International Development) have been coordinated by AKF. Table 1, below, shows the total amount spent on the project and the respective contribution of the Ministry (MOE) and the consortium of donors led by AKF. The MOE figures were supplied by the Ministry, the donors figures by AKF. The project started in October 1993, but the donor figure for this period is consolidated with that for 1994.

To show its commitment to SELOP, MOE allocated USD 25,915 during the initial stage in 1993, and its annual contribution rose substantially thereafter. Of the total amount (USD 1,015,725) the Ministry's contribution is thus roughly 43.7%. Considering the financial constraints GOZ is facing, a financial commitment of 44% for a single project must be considered substantial.

Table 1 :

SELOP BUDGET SUMMARY – 1993-1997

	USD		
	MOE	Donor	Total
1993 (3 months)	25,915	)	)
1994	66,340	)115,319	)207,574
1995	113,830	146,998	260,828
1996	216,630	149,904	366,534
1997	21,530	159,259	180,785
Total	444,245	571,480	1,015,725

Source : SELOP Expenditure Reports : Ministry of Education

7.2 Cost of Materials Production : During the initial stage in 1993, the Ministry's contribution towards the cost of materials production was roughly 80% of the total (USD 31,378). There has been a steady growth in the Ministry's contribution annually up to 1996.

This level of commitment is a positive sign to the sustainability of SELOP. Once all the materials have been produced, the cost of replenishing them should be easily met.

7.3 Cost of Equipment and Fuel : Donor financing in this area ($52,441) has been substantial, as compared to the MOE's contribution.

The materials production office at Haile Selassie Secondary School has been renovated and the security of the premises reinforced by fitting metal grills. An air-conditioner has also been fitted, thereby improving

working conditions. In addition, the Ministry supplied new cupboards, desks and tables. A powerful computer and photocopier were supplied by AKF. SELOP inherited a stencil-scanner and an ink-duplicator from the AKF-funded FIELOC project. Both items of equipment were given a major overhaul, thus greatly contributing towards efficient materials production. SELOP further benefited from ZELIP by inheriting a new non-electric ink-duplicator. While donors are meeting the costs of procuring new equipment, the Ministry is covering the cost of buildings, repairs and maintenance. Originally, the printing of materials was done at MITAALA. By transferring printing activities to Haile Selassie, SELOP is saving substantially on the cost of fuel as large amounts of materials had to be transported between Haile Selassie and MITAALA. As the equipment at MITAALA was not good enough to match the workload, the staff had to work well after office hours thereby involving additional costs in terms of overtime payments. The decision to centralise printing and materials preparation at Haile Selassie can therefore be seen as an economic and efficient decision. There was no budgetary allocation for transport. SELOP is currently utilising a landrover originally donated by ODA for the ELT project. Another vehicle, a Toyota, is out of service. SELOP has had to rely solely on the Ministry for services, repairs and fuel. This is an area where SELOP is facing a problem: the use of government garages has not proved successful. It is essential that the Ministry comes up with a workable plan for maintaining project vehicles.

7.4 Cost of Training: After materials production, training is the second largest budget item. Throughout the project period, donor funding for this item has been very high while government participation remained almost constant. On the average, donor financing has covered 80% of the total training cost. Considering the fact that SELOP represents a new approach to the teaching of English, training teachers and training the trainers should be given priority. Thus school visits by advisers (DOSCAS) should not be random but rather systematic and regular. It was observed that in 1996 the central trainers made two rounds of visits to 28 OSC schools. During the same year DOSCAS on Unguja and Pemba made more than 150 visits. In 1995, four DOSCAS made a total of 101 school visits. This is in compliance with the target figure of one visit per week.

In an effort to sustain SELOP, more effort on training is required. Obviously all the training activities (workshops, in-service training and school visits) need funding. Furthermore, timely release of funds is essential. Delays in payment of allowances were observed. Such instances may slow down efforts by some excellent advisors who are doing a very valuable job. However, the evaluators found that delays are often caused by either incomplete claims or unauthorized expenditures.

7.5 Monitoring and Evaluation: Regular school visits by individual writers and the central team of trainers are essential if SELOP is to improve and sustain the professional application of materials. These visits can be considered as monitoring and evaluation activities and, as such, must be documented and reported. Thus funds to cover the costs of the visits in terms of transport expenses and allowances have to be made available.

A total of USD 118,239 was allocated between 1993 and 1997 to finance the monitoring and evaluation of SELOP ($81,500 from MOE and $36,739 from AKF/donors).

This significant contribution by the government indicates its commitment to develop and sustain SELOP. At the end of the donor financing period, what is required is regular monitoring, evaluation and materials improvement, and since the government is already financing a substantial proportion of these activities, an assurance was given by the Ministry authorities that the commitment will not cease.

7.6 Administration and Management of Funds: The administration and management of funds comes under the Principal Secretary. The Deputy Director of Planning, who was also the Project Director, had authority for finances. Under this arrangement the SELOP benefited very much. Furthermore, the link between the Ministry, SELOP and donors was very smooth. During this period SELOP did not experience many delays in the making of payments.

The new MOE structure transfers responsibility for SELOP implementation to the Commissioner of Education. The Commissioner's post is purely professional. The MOE still maintains its central financial mechanisms, and thus the Commissioner has no direct control of funds. The former project director is now

holding a higher position but is still responsible for MOE finances. The Commissioner of Education, being the SELOP Committee Chairman, approves financial requests while having no information on the state of the accounts. Many senior MOE officials interviewed expressed a sense of dissatisfaction with this new arrangement.

While those views are noted with concern, the evaluation team is of the opinion that one does not need to have books of accounts in order to control expenditures. The following suggestions may assist the SELOP Director to have reliable financial data:

- Request financial reports from MOE on a regular basis.
- Be conversant with payment procedures.
- Project Director participates in preparing mini-budgets for specific activities.
- Meet project team on a regular basis, listen to their requirements, problems and prospects.
- Be aware of and knowledgeable about the status of the project.

Since the Principal Secretary in the Ministry is the accounting officer, such responsibilities are not transferable. The Accounting Section in the Ministry is responsible for all financial transactions. Such an arrangement cannot be altered to facilitate the implementation of a single project. If by any chance the system is altered whereby each project gains independence with respect to financial control, the accountability of the Principal Secretary becomes questionable. In order for each department to have access on financial matters related to SELOP, regular meetings were proposed between the Finance Office, Project Coordinator and Project Director. However, the evaluation notes that such facilitation meetings are not taking place. We strongly advise all those responsible to see to it that such coordinating forums at the upper management level take place regularly.

8. THE FUTURE

8.1 This final section will:

- discuss the extent to which SELOP has encouraged project sustainability (8.2. below), and
- make proposals for ways in which SELOP's achievements may be further developed in the
- future (8.3 below).

Note: It is unfortunate that the Co-ordinator's Counterpart on Unguja (Mr. Bakari Juma) was never released full-time to the Project. His time was shared throughout between SELOP and his post as Head of Department at Nkrumah Teacher Training College. Had more of his time been available, and predictably available, some of the opportunities mentioned as missed (see below) could have profitably been made use of.

8.2 Sustainability and Capacity Building:

8.2.1 OSC Materials: The OSC materials are the tangible product of SELOP. 10,000 copies of each Book, to cover a cohort of 12,000 pupils sharing one book between two, will be printed, thus allowing for 4,000 spare copies for replacement, where necessary, over the course of the coming years. Sustaining the supply of these materials should therefore present no problem. Ensuring an on-going supply of supplementary reading materials (class readers and class library books, see 3.10 above) will however be dependent upon continued resourcing. It is noted that the Reading Cards developed for ELTSP on the mainland have not been purchased for Zanzibar, and although it is appreciated that these are expensive, cards have proved less susceptible than books to loss and depreciation, and it is recommended that the decision to purchase sets of these be reconsidered. The cards are culturally and linguistically appropriate, and at the same time encourage independent self-paced learning as advocated in Zanzibar's 1996 Education Masterplan. It is noted that the new Ministry components of OSC ('Vocational Guidance' and 'Moral Ethics and the Environment') are still awaited.

8.2.1.1 Materials Development and Capacity-building: Opportunities for materials writing were more widely available in the early days of the Project (see 5.2. above). However, the task of designing, writing, and editing teaching materials is a highly specialised one, particularly when a second language is involved, and is dependent upon considerable skill and technical expertise. Although the processes involved in materials development are undoubtedly valuable in terms of professional development, there is a tension here between process and product. On grounds solely of teacher development, it would be difficult to compromise on quality and justify the production, for national use, of materials less than likely to fulfil their purpose. This is a dilemma widely recognised elsewhere and is not particular to Zanzibar; recent aid policies in support of locally developed materials raise identical issues. With limited funding - and above all limited writing time - the small-team policy adopted by SELOP is endorsed in this report. The Zanzibari member of the writing team, Ms. Nayla Ali, has not received a specifically structured programme of training but will have been working for 18 months alongside colleagues and would now be in a position to run the kind of workshop sessions that are specially relevant to teachers: on, for example, the design of supplementary activities or short tasks that might (say) support particular phases within an OSC lesson: materials design of a scope that would be practical - and feasible - for a classroom teacher. Also with useful writing experience are members of the two writing teams on Unguja and Pemba, - teams who were working until recently on initial drafts which are now being centrally edited.

8.2.2 Test Development and Project Monitoring: This has entailed little local involvement on the part of the Taskforce or even the Co-ordinator's Counterpart. Opportunities have been missed here. Although test development is another area demanding rather specific and technical skill, there will be an on-going need for new tests that, unlike the OSC materials, cannot be met by one-off production. Similarly, there has been little or no local counterpart training in evaluation procedures or in the use of dBase 1V.

8.2.3 Teacher Development: This represents a particularly successful and positive outcome of the project, as described in Section 4 above. This evaluation visit revealed a high level of commitment permeating the Taskforce, the Central training Team and the DOSCAs, as well as an impressive range of necessary administrative and pedagogic skills. These skills should sustain the training programme well into the new decentralised era of District level in-service provision. The impact of the DOSCA system as model for Ministry planning has already been mentioned (e.g. 4.2.1.2. above).

It is appreciated that resourcing will henceforth be planned on a 'leaner' basis, particularly after the withdrawal of per diem allowances, but it is trusted that adequate resourcing in terms of materials and transport costs will be sustained by the Ministry. It is also recommended that some capacity for advisory meetings at a national level be budgeted for, in order to sustain current professional momentum.

8.2.4 Teachers' Language Proficiency: Please see 4.3. above. Project priorities have been placed elsewhere, and little has been done in this area.

8.3 Future Proposals: Taking SELOP as starting point, a number of possibilities present themselves.

8.3.1 Further development and strengthening of OSC. This would involve continued support for in-service training (including the school visits programme); further up-grading of trainers' skills, material support in the form of readers and reading cards, the development of systematic feedback procedures in anticipation of a possibly revised edition of the materials, development of expertise in the area of testing and project monitoring.

This option would pre-suppose a long-term continued commitment to the Orientation Year, on the assumption that a purpose-designed 'immersion' year is the most effective preparation for English medium Secondary education. It also pre-supposes a continuation of the status quo in terms of language policy, including the language balance, Kiswahili-English, within the educational system as a whole. Against this must be set declared Ministry policy to strengthen Primary English, and even the unofficial possibility of eventually moving English medium (in some subjects?) down into the upper levels of Primary School.

8.3.2 Strengthening of Primary level English: New Primary English materials are already in place (Books 1-3) or planned (Book 4 and upwards). There remain training needs, especially at Standards 6 and 7 (selected by the Ministry as most appropriate level for concentrating English-teaching expertise), or alternatively in Standards 1 and 2 (into which it is likely that English provision will shortly be extended). Support for Teachers Centre in-service provision could build upon SELOP experience - although within the more limited framework of English taught as a language rather than used as medium of instruction.

8.3.3 Development of OSC-modelled materials for Secondary Form 1 (and 2 ?). The development of simple language-focused materials for selected Secondary level subjects would build well upon SELOP's previous work, and would - along similar lines - provide an integral training for teachers of other subjects, enhancing both their language skills and (through the teachers materials) their methodology. This option would reflect Ministry policies, 'to improve the quality of education ... through provision of adequate and appropriate instructional materials' (Education Masterplan 1996, p.v). It would also meet the commonly voiced concern that, following the Orientation Year, Form One pupils 'lose the language' in an environment where the English language input is less carefully structured, and where teachers frequently resort to Kiswahili, and concentrate on 'giving out the facts' (as we were told) 'without the medium'.

This option would be vulnerable to externally imposed syllabus changes. Whereas the Orientation Year is independent of syllabus requirements that tie in exclusively with either Primary or Secondary, materials carefully designed around the present Form One Secondary syllabus might be rendered irrelevant as soon as this was altered.

8.3.4 Development of cross-curricular language courses for Diploma students at Nkrumah College. This option, catering for tertiary level students, would have a more tenuous continuity with SELOP but would fill a very real vacuum (see 4.2.2. above). It would however assume a flexibility of course-planning and examination that is probably unlikely as long as Nkrumah is tied in with NECTA and TIE in Dar es Salaam.

8.3.5. Upgrading of Teachers' Language Proficiency: This is in fact a current objective of SELOP, but one which has up to now gone by default. At whatever level might be decided upon, and however many teachers might be targeted (e.g. teachers of English only, or teachers of other subjects through English, or both), there is a clear need for such a programme. Teachers are aware of their own linguistic problems, and - with the high value placed currently upon proficiency in English language - a programme of this kind would be welcomed as a means of personal as well as professional enrichment. The extent to which teachers' linguistic uncertainties impact upon patterns of classroom management and the quality of classroom interaction has been suggested in 4.2.1.2 above. The positive effects of a year's carefully controlled immersion are clearly reduced by exposure to an uncertain model of the target language, and - on the basis of observational evidence in this year's Form One classes - it might well be argued that the Orientation Year is unlikely ever to fulfil its potential without confident, fluent and reasonably accurate teachers in the language. The development of a language improvement programme tied in with teachers' own classroom language needs would be a project of interest beyond Zanzibar, in the many other parts of the world where teachers are subject to similar problems.

A programme of this kind would assume a generous time-scale and positive motivation on the part of teachers. But the size of Zanzibar is such that a well-planned strategy along these lines could in fact succeed in breaking through the vicious circle of linguistic under-achievement at the level where this is needed: among the teachers.

8.3.6. Proposals for U.K. based training:

a) Short courses in educational management for the two Co-ordinator Counterparts: Mr. Bakari Juma and Mr. Saleh.
b) Courses for the DOSCAs - or members of the new cadre of English resource teachers at the Teachers Centres, responsible for in-service support. Such personnel would benefit from courses updating their knowledge of ELT methodology, and teacher training. Either a tailor-made course for the group, or (elements from) an appropriate modular MA course is suggested.

c) Training for the trainers in the case of 8.3.5. above being adopted. Suitable would be a modular MA course offering a range of relevant options (e.g. language description, classroom language, syllabus design, materials development). This would also offer candidates the opportunity for prolonged exposure themselves to the target language.

APPENDIX I

CONSULTANTS' ITINERARY

February 19, 1997

Dar-es-Salaam :

Waheeda Shariff : Proramme Officer, AKF(T)*
Victoria Mushi : Development Officer, CIDA*
Annette Allard-Graf : Attachée, Administration and Finance : NGOs (EU)*
John Durkin : Co-ordinator Primary Project (AKF)*

February 20

Zanzibar :

Abdullah Yahya Mzee : Principal Secretary, Ministry of ducation
Bi Mwanaidi Abdulla : Director of Planning and Finance
Nebtu Nassor : Commissioner, Ministry of Education and Director, SELOP
Uledi Juma Wadi : Deputy Commissioner
Rijaal ali Rijaal : Head of Secondary and Technical Education
Haroun Suleiman : Deputy Principal Secreary (Planning and Administration)
Hadija Ali : Co-ordinator, Donor-Funded Programmes*
Paul Simmonds : Co-ordinator, SELOP

February 21

Dr. H.R.H. Hikmany to Ben Bella School : Lesson Observations
Ann Brumfit to Haile Selassie School
Khamis Ali Mzee : Head, Haile Selassie School
OSC Lessons : English Social Science
SELOP Central Trainers : Hatib Mchenga, Inspectorate
Pascal Mkudi, Institute for Kiswahili and Foreign Languages
Zuleha Khamis, Nkrumah College
Miraji Mtego, Ministry of Education, Inservice
School Heads : Husein Pandu, Kiembe Samaki
Amina Khamis, Kidongo Chekundu
Abeid Juma Ali, Bububu Secondary
Ahmed Mohammed Ali, Mfenesini
Khamis Ali Mzee, Haile Selassie

February 22

SELOP Writing Team : Nayla Ali Hemed
Joe Burton (VSO)
Paul Simmonds (Co-ordinator, SELOP)

February 23

Materials Reading and Report Preparation

February 24

Dr. H.R.H. Hikmany to Pemba
Ann Brumfit (unwell) on Unguja
AB : SELOP office : documentation
Bakari Juma at Nkrumah College
Zuleha Khamis at Nkrumah College
Co-ordinator, Teachers Centre at Nkrumah College

February 25

Dr. H.R.H. Hikmany on Pemba
Ann Brumfit : SELOP office : documentation
Kiembe Samaki School : Head
Librarian/ ZELIP
OSC teachers
Lesson observations

February 26

Kitogani School : Hassan Makame, Assistant Head
Mohommed Ayoub Haj, DOSCA
OSC Teachers
Omar Simai, Co-ordinator, Teachers Centre
Lesson observations
Dr. Bilal : Deputy Principal Secretary, Professional Services
Al Khariya Printing Press

February 27

Members of the team of DOSCAs
Husain Said Khatib : Deputy Commissioner, Professional Services
Mohammed Bhaloo : Aga Khan Foundation

February 28

Omar Mapuri : Hon. Deputy Chief Minister and Minister for Education (with Dr. Bilal, Mr. Mzee)
Bi. Madina : Professional Services : Curriculum Development and Materials
Khatib Mchenga : Inspector
Mr. Mtego : Teacher Education (in-service)
Mr. Sufiani : ZELIP Co-ordinator
Task Force : debriefing
Evening Meal with Mr. Haroun Suleiman

March 1

Report Planning (Dr. Hikmany and Ann Brumfit)
Dar-es-Salaam
Waheeda Shariff, Programme Officer, AKF : debriefing*

A. Brumfit*

SECONDARY ENGLISH LANGUAGE ORIENTATION PROJECT

SELOP Final Evaluation : Ms. Ann Brumfit and Dr. H.R. Hikmany

February 20-March 2 1997-09-02

TERMS OF REFERENCE

1. The SELOP projet was launched in April 1994 as a 3-year programme designed to significantly improve the Engish language skills of primary students prior to entry into Form 1 secondary. At the start of the secondary school course, the students move from a Kiswahili medium to an English medium environment, and there is clear evidence that many students have failed because of their poor level of competence in English. The SELOP programme of materials production and teacher training was designed to help reverse this situation.

2. The central objective of the programme is to prepare six books, for each of the four core subjects selected for the Orientation Secondary Class (English, Mathematics, Science and Social Science), and to provide appropriate in-service training for teachers of the Orientation Secondary Class.

3. In the first year of the project, 20 schools participated, rising to 45 in 1995, and 64 in 1996. The total in 1997 will be about 95 schools. The total number of teachers and Heads who have participated in the programme is about 460. Each teacher has received about 12 days of in-service training each year.

4. The project involves the preparation of 16 separate books (8 students and 8 teachers), each book consisting of 3 units, and around 130-150 pages. It is anticipated that this will involve the prepartion of about 2,300 pages of text.

5. An evaluation report was prepared in August 1995 by Ms Ann Brumfit. The current consultancy report will be prepared by Ann Brumfit, together with H.R. Hikmany. An outline of the terms of reference for the consultants follows :

Terms of Reference

- To assess progress with the preparation of the Orientation Secondary Class materials ;
- To asess the quality and appropriacy of the OSC materials in the classroom, for the teachers and students, and for the schools ;
- To assess the response of the students to the new materials ;
- To consider tests prepared by the SELOP team and test results collected as a guide to student proficiency ;
- To assess the response of the teachers to the OSC materials ;
- To assess the impact of the in-service training on the overall skills of the OSC teachers, and to address the issue of how OSC teachers have translated knowledge gained through in-service training into classroom practice ;
- To assess the attitude of the school Heads to this new year of study ;
- To meet with senior Ministry officials as well as SELOP officers in order to consider the effectiveness of management and administration of SELOP ;

- To assess the contribution and commitment of the various stakeholders to the progress and success of the project ;

- To consider plans for the future monitoring of the OSC through district advisors (DOSCAs) and Central Trainers ;
- To assess the sustainability of the project benefits, and elaborate on the strengths and weaknesses of the project. ;
- To assess the likely impact of this project and make recommendations regarding areas that the Ministry might target in the future with the aim of further improving standards of English language proficiency in the schools ;
- To assess the patterns of SELOP expenditure, and suggest whether different patterns may have had a cost-effective result.

ZELIP (EDINBURGH) CLOZE TESTS
(as modified for use in Zanzibar)

On Ali's farm there are some goats. They ...1... small goats. She liked ... 2.... Play on the farm ...3... the goats. One afternoon ...4... went to the farm. She looked ...5. the goats. They were ...6... a tall mango tree. « I can ...7... the goats, » she said to Ali. « ...8... many can you see ? » asked Ali. « I ...9... see six goats now. ...10... are eating the grass, » Asha ...11... to Ali.

Ramadhan was walking along a road. As ...12... passed a small house near ...13... bridge, a calf ran into the road. It ...14 ... a small calf and ...15... was brown. It came towards Ramadhan very ...16... . Ramadhan ws frightened, but he said to himself, « It"s only a little ...17... . » He picked ...18... a long stick and hit the calf. It ...19... away and Ramadhan ran ...20... it along the road. Ramadhan ...21... a man beside th road. He said ...22... the man, « Help me, ...23... frightened..

Mr. Khamis lived in the middle of ...24... small village. He lived ...25... I his house. His ...26... was dead. His son was ...27... up and now lived ...28... away. Everybody in the village liked ...29... . They often came to his ...30... to visit him. ...31... day, Amina came to ...32... him some bananas. « Thank you, » he said, « ...33... haven"t got any in ...34... garden. » « Here are ...35... of mine, » said Amina. « I know you ...36... bananas. »

Yesterday was a holiday. Amour and ...37... friends went to the museum. They arrived ...38... half past eight. They took ...39... money with them. Amour and his friends walked ...40... the museum. ...42... twelve o'clock amour andhis friends were tired. They went ...43... . They ate their lunch ...44... a big tree in the garden. They were ...45... hungry and ate all their food. Then they ...46... for a while. Later, they ...47... for a walk around the town. They ...48... some sweets in ...49... shop. At three o'clock ...50... the afternoon they started ...51... walk home.

Maryam and Fatma looked at the dark entrance. « This ...52... cave, » Fatma said. « We are going ...53... . Follow me. » « I can"t see ...54..., » said Maryam, « Where are you ? » « I"m ...55... here. Look at my torch, »said Fatma. « Come and walk ...56... me. » « I think ...57... place is very old, » said Maryam. Fatma dropped the torch. « My torch ...58... broken, » she cried. « We must be careful now. Let"s ...59... round and go back ...60... the entrance. » « Look. I can see the ...61... at the entrance , » said Fatma. Soon they ...62... to the entrance and went out of the ...63... .

Mr. And Mrs. Gomez were a married couple. They ...64... both old. Mrs. Gomez could ...65... very well. Her eyes were ...68... weak. Mr. Gomez could hear ...69... of things. His ears were good but ...70... eyes were not . He ...71... sitting in a chair inside ...72... house. Mrs. Gomez was ...73... some foord for dinner. « I think that he ...74... fallen asleep now that is is ...75... to eat, » she thought to herself. « I must go and ...76... him up. »

ZELIP 1991

ZANZIBAR NATIONAL FORM II EXAMINATION RESULTS 1996

BY DISTRICTS

OSC - SCHOOL IN BOLD PRINT

URBAN (Z)		ROLL			PASS			PASS			POSITION BY DISTRICT
NO	NAME OF SCHOOL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	
1	Z. 1 TUMEKUJA	82	53	135	14	12	26	17.1	22.6	19.5	7
2	Z. 2 BEN BELLA	101	104	202	21	28	29	20.8	22.7	22.3	4
3	Z. 5 VIKOKOTONI	130	102	232	63	41	104	48.5	40.2	44.0	1
4	**Z. 7 H/SELASSIE**	**276**	**214**	**490**	**101**	**74**	**175**	**36.6**	**34.6**	**35.7**	**3**
5	Z. 8 HAMAMNI	218	173	391	42	37	79	19.3	21.4	20.2	6
6	Z. 9 JANG'OMBE	104	76	180	23	15	38	22.1	19.7	21.1	5
7	**Z. 10K/CHEKUNDU**	**148**	**109**	**257**	**55**	**43**	**98**	**37.2**	**39.4**	**38.1**	**2**
TOTAL		1059	828	1887	219	250	269	30.1	30.2	30.2	
WEST (Z)											
8	Z.13 LANGONI	20	27	47	-	09	09	0.0	33.3	19.1	6
9	Z.14 MFENESINI	47	38	85	11	08	19	23.4	21.1	22.4	5
10	Z.15 BUBUBU	83	71	154	29	18	47	35.0	25.4	30.5	3
11	**Z.16 BWEFUM**	**13**	**15**	**28**	**08**	**05**	**13**	**61.5**	**33.3**	**46.4**	**2**
12	Z.17 FUONI	39	44	83	05	10	15	12.8	22.7	18.1	7
13	**Z.18 K/SAMAKI**	**72**	**51**	**123**	**45**	**30**	**75**	**62.5**	**58.8**	**60.9**	**1**
14	Z.19 KOMBENI	27	31	58	01	02	03	3.7	6.1	5.2	8
15	Z.77 'A' M/KWE 'A'	210	183	393	35	55	90	16.7	30.1	22.5	4
16	Z.80 KISAUNI	13	15	28	01	-	01	7.7	0.0	3	9
TOTAL		524	475	999	135	137	272	25.8	28.8	27.0	
TOTAL REGION		1583	1303	2886	454	387	841	28.7	29.7	29.0	

KEY:

X - Position
Y - No of Schools

By Region OSC Schools Position: Kiembe Samaki 1/16
Bwefum 2/16
K/Chekundu 4/16
H/Selassie 5/16

BEST COPY AVAILABLE

NORTH 'A' (A)		ROLL			PASS			PASS			POSITION BY DISTRICT
NO	NAME OF SCHOOL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	
1	Z.23 KINYASINI U	23	26	49	-	01	01	0.0	3.8	2.0	4
2	**Z.26 MKWAJUNI**	**15**	**18**	**33**	**14**	**17**	**31**	**93.3**	**94.4**	**93.9**	**1**
3	Z.27 NUNGWI	09	09	18	02	04	06	22.2	44.4	33.3	5
4	Z.28 PALE	19	13	32	02	02	04	10.5	15.4	12.5	10
5	Z.29 POTOA	14	17	31	05	07	12	35.7	41.2	38.7	4
6	Z.30 TUMBATU	10	16	26	03	02	05	30.0	12.5	19.2	7
7	**Z.31 KIDOTI**	**18**	**20**	**38**	**02**	**05**	**07**	**11.1**	**25.0**	**18.4**	**8**
8	Z.32 CHAANI	26	10	36	04	02	06	15.4	20.0	16.7	9
9	Z.49 MATEMWE	05	16	21	-	05	05	0.0	31.3	23.8	6
10	Z.52 P/MCHANGANI	12	10	22	03	08	11	25.0	80.0	50.0	2
11	Z.63 JONGOWE	21	17	38	10	08	18	47.6	47.1	47.4	3
	TOTAL	172	172	344	45	61	106	26.2	35.5	30.8	
NORTH B (Z)											
12	**Z.20 BUMBWINI**	**48**	**44**	**92**	**19**	**06**	**23**	**39.6**	**13.6**	**27.2**	**4**
13	Z.21 DONGE	58	58	116	29	21	50	50.0	36.2	43.1	3
14	**Z.24 MAHONDA**	**20**	**20**	**40**	**14**	**17**	**31**	**70.0**	**85.0**	**77.5**	**1**
15	Z.64 MWANDA	04	08	12	02	04	06	50.0	50.0	50.0	2
16	Z.72 KITOPE	14	14	28	04	02	06	28.2	14.3	21.4	5
	TOTAL	144	144	288	68	50	118	47.2	34.7	40.9	
	TOTAL REGION	316	316	632	113	111	224	35.8	35.1	35.4	

BY REGION:

OSC - SCHOOL POSITION

Mkwajuni	-	1/16
Mahonda	-	2/16
Bumbwini	-	8/16
Kidoti	-	13/16

BEST COPY AVAILABLE

CENTRE (Z)		ROLL			PASS			PASS			POSITION BY DISTRICT
NO	NAME OF SCHOOL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	
1	**Z.33 CHWAKA**	**09**	**10**	**19**	**09**	**08**	**17**	**100.0**	**80.0**	**89.5**	**1**
2	Z.34 KIBOJE	15	28	43	01	04	05	6.7	14.3	11.6	12
3	Z.35 MWERA	20	21	49	12	12	24	42.9	57.1	49.0	5
4	Z.36 NDIJANI	12	12	24	09	10	19	75.0	83.3	79.1	3
5	Z.37 UNGUJA UKUU	14	23	37	03	07	10	21.4	30.4	27.1	8
6	Z.30 UROA	50	35	85	08	12	20	16.0	34.3	23.5	11
7	Z.39 UZINI	28	21	49	02	02	04	7.1	9.5	8.2	13
8	Z.50 UZI	07	08	15	01	03	04	14.3	37.5	26.7	9
9	**Z.66 BAMBI**	**25**	**25**	**50**	**03**	**09**	**12**	**12.0**	**36.0**	**24.0**	**10**
10	Z.67 DUNGA	17	11	28	06	07	13	35.3	63.6	46.4	6
11	Z.68 UMBUJI	11	08	19	02	05	07	18.2	62.5	36.8	7
12	Z.11 KIBELE	05	10	15	04	08	12	80.0	80.0	80.0	2
13	Z.81 JENDELE	09	09	18	07	04	11	77.8	44.4	61.1	4
TOTAL		230	221	451	67	91	158	29.1	41.2	35.0	
SOUTHS (Z)											
14	Z.40 JAMBIANI	17	11	28	04	06	10	23.5	54.5	35.7	6
15	Z.42 KIZIMKAZI	12	26	38	-	-	06	0.0	23.1	15.8	8
16	**Z.43 KITOGANI**	**06**	**13**	**19**	**05**	**10**	**15**	**83.3**	**77.0**	**79.0**	**1**
17	**Z.45 MAKUNDUCHI**	**13**	**21**	**34**	**07**	**16**	**16**	**53.8**	**76.2**	**67.6**	**2**
18	Z.46 MTENDE	09	18	27	03	07	10	33.3	38.9	37.0	4
19	Z.47 MUYUNI	10	15	25	04	03	07	40.0	20.0	28.0	7
20	Z.48 PAJE	10	17	27	04	02	06	40.0	22.2	40.0	4
21	Z.51 BWEJUU	11	12	23	03	10	13	27.3	83.3	56.5	3
TOTAL		88	123	221	30	60	90	34.1	48.8	42.7	
TOTAL REGION		**318**	**344**	**672**	**97**	**151**	**248**	**30.5**	**43.9**	**36.9**	

BY REGION OSC SCHOOL POSITION:

Chwaka	1/21
Kitogani	3/21
Makunduchi	5/21
Bambi	17/21

BEST COPY AVAILABLE

PEMBA SCHOOLS

WETE PEMBA		ROLL			PASS			PASS			POSITIC BY DISTRI
NO	NAME OF SCHOOL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	
1	**P.7 PANDANI**	**21**	**26**	**47**	**04**	**08**	**12**	**19.0**	**30.8**	**25.5**	**6**
2	P.8 GANDO	17	24	41	02	04	06	11.8	16.7	14.6	8
3	**P.9 UTAANI**	**136**	**117**	**253**	**21**	**39**	**60**	**15.4**	**33.3**	**24.3**	**7**
4	P.10 UONDWE	20	25	45	02	05	07	10.0	20.0	15.0	9
5	P.11 PIKI	21	22	43	08	01	09	38.1	4.5	20.9	6
6	P.12 M/MDOGO	16	40	56	02	14	16	12.5	35.0	28.6	5
7	P.13 OLE	40	38	78	17	16	33	42.5	42.1	42.3	3
8	P.14 KANGAGANI	14	08	22	03	06	09	21.4	75.0	41.0	4
9	P.35 SHENGEJUU	07	17	24	07	17	24	100.0	100.0	100.0	7
10	P.44 MAKONGENI	03	11	14	-	-	-	0.0	0.0	0.0	11
11	P.45 MINUNGWINI	12	37	49	09	25	34	75.0	67.6	69.4	2
TOTAL		307	365	672	75	135	210	24.4	37.0	31.3	

MICHEWENI (P)											
12	**P.1 KONDE**	**49**	**53**	**102**	**04**	**14**	**18**	**8.2**	**26.4**	**17**	**6**
13	P.2 TUMBE	10	17	27	06	14	20	60.0	82.4	74	2
14	**P.3 MICHEWENI**	**06**	**11**	**17**	**01**	**08**	**19**	**16.7**	**72.7**	**52**	**4**
15	P.5 WINGWI	04	34	38	04	34	38	100.0	100.0	100.0	1
16	P.38 K/SINI	09	19	28	02	13	15	22.2	68.4	53	3
17	P. 6 SHUMBA										5
TOTAL		89	149	238	20	93	113	22.5	62.4	47	
TOTAL REGION		**396**	**514**	**910**	**95**	**228**	**323**	**24.0**	**44.4**	**35.5**	

BY REGION OSC SCHOOL POSITION:

Micheweni	6/16
Pandani	10/16
Utaani	11/16
Konde	13/16

BEST COPY AVAILABLE

CHAKE (P)

NO	NAME OF SCHOOLS	ROLL F	ROLL M	ROLL TOTAL	PASS F	PASS M	PASS TOTAL	PASS F	PASS M	PASS TOTAL	POSITION BY DISTRICT
1	P.15 ZIWANI	21	16	37	07	13	20	33.3	81.3	54.1	3
2	P.16 NG'AMBWA	38	31	69	11	11	22	28.0	35.5	31.9	5
3	P.17 WAWI	45	40	85	07	11	18	15.6	27.5	21.2	7
4	P.18 VITONGOJI	16	31	47	09	24	33	56.3	77.4	70.2	1
5	**P.20 SHAMIANI**	**80**	**76**	**156**	**08**	**12**	**20**	**10.0**	**15.8**	**12.8**	**8**
6	P.21 KILINDI	07	20	27	02	06	08	28.6	30.0	29.6	6
7	P.22 WESHA	15	15	30	-	-	-	00.0	00.0	00.0	9
8	**P.23 CH/MJAWIRI**	**28**	**14**	**42**	**12**	**11**	**23**	**42.9**	**78.0**	**54.8**	**2**
9	P.37 PUJINI	09	12	21	05	04	09	55.6	33.3	42.8	4
TOTAL		**259**	**255**	**514**	**61**	**92**	**153**	**23.6**	**36.1**	**29.8**	

MKOANI (P)

NO	NAME OF SCHOOLS	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	POSITION BY DISCTRIC
10	P.24 CHAMBANI	21	23	44	13	18	31	61.9	78.3	70.5	1
11	**P.25 MTAMBILE**	**21**	**19**	**40**	**13**	**04**	**17**	**61.9**	**81.0**	**42.5**	**2**
12	P.26 KIWANI	27	37	64	-	01	01	00.0	2.7	1.6	2
13	**P.27 KENGEJA**	**29**	**35**	**64**	**06**	**12**	**18**	**20.7**	**34.3**	**28.1**	**3**
14	P.28 KANGANI	44	69	63	02	95	07	4.5	26.3	11.1	10
15	P.29 MKANYAGENI	26	44	70	02	07	09	7.7	15.9	12.9	9
16	P.30 UWELENI	62	40	102	11	13	24	17.7	32.5	23.5	6
17	P.32 KISIWAPANZA	04	13	17	-	03	03	00.0	23.1	17.6	7
18	P.33 WAMBAA	03	13	16	-	01	01	00.0	7.7	6.3	11
19	P.49 MWAMBE	02	15	17	-	03	03	00.0	20.0	17.6	7
20	P.51 NGWACHANI	24	25	49	05	08	13	20.8	32.0	26.5	4
21	P.53 M/NGANI	10	15	25	04	02	06	40.0	13.3	24.0	5
TOTAL		273	298	571	56	77	133	20.5	25.8	23.3	
TOTAL REGION		**532**	**553**	**1085**	**117**	**169**	**286**	**21.9**	**30.6**	**26.4**	

BY REGION OSC SCHOOL POSITION

Chanjamjawiri	3/21
Mtambile	6/21
Shengejuu	9/21
Shamiani	17/21

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